

BALLARD, KYMM D., Ed.D. Investigation of Needs, Best Practices, and Challenges in Physical Education with Limited English Proficient Students in North Carolina. (2008) Directed by Dr. Diane Gill. 146 pp.

The purpose of this study was to identify the needs and challenges for physical educators who teach Limited English Proficient (LEP) students in the state of North Carolina, and to begin to develop a teaching model to address those needs and challenges in physical education classes. Research is lacking and this study was a first attempt to gather North Carolina information to study and assist teachers with LEP students in physical education in the future.

The design used to address these goals was twofold. The first part involved a statewide online survey of physical education teachers through the North Carolina Department of Public Instruction list serve networks. The statewide online survey included the Needs Assessment for LEP Students in Physical Education (NALEPSPE) and Multicultural Awareness-Knowledge- Skill Survey for Teachers (MAKSS-T). The second part of the methodology involved the purposive selection of 22 physical education teachers to take part in a half-day workshop. Paired t-tests were used to compare pre-post scores of the workshop group or each of the three areas of the MAKSS—awareness, knowledge and skills. Workshop participants increased in their multicultural awareness, skills, and knowledge through the workshop. Teachers in both statewide and workshop groups suggested several multicultural educational programs and resources for PE teachers.

While these findings cannot be generalized, the study provides information on essential needs and challenges for teaching LEP students, a starting point to develop a

best practices model for teaching LEP students in physical education, and suggests need and directions for further study on this issue in North Carolina.

INVESTIGATION OF NEEDS, BEST PRACTICES, AND CHALLENGES IN  
PHYSICAL EDUCATION WITH LIMITED ENGLISH PROFICIENT  
STUDENTS IN NORTH CAROLINA

by

Kymm D. Ballard

A Dissertation Submitted to  
the Faculty of The Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Greensboro  
2008

Approved by

Dr. Diane Gill  
Committee Chair

© 2008 by Kymm D. Ballard

## APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of  
The Graduate School at The University of North Carolina at Greensboro.

Committee Chair Dr. Diane Gill

Committee Members Dr. Tom Martinek

Dr. Jewell Cooper

Dr. Pam Kocher Brown

October 31, 2008

Date of Acceptance by Committee

October 31, 2008

Date of Final Oral Examination

## ACKNOWLEDGMENTS

This doctoral dissertation is dedicated to two people who have always put their needs and wants last for us children - my amazingly devoted and perseverant parents, the late Mr. George W. Ballard and Mrs. Dorothy E. Ballard, who instilled in me my motivation to excel; especially when it is not easy.

My deepest gratitude is extended to my work colleagues, who endured my limitless hours spent on the dissertation and helped carry the office load. The North Carolina Department of Public Instruction encourages us all to be lifelong learners and has assisted me financially through this process. A special appreciation goes to Joanne Marino, ESL Consultant, who advised me on this study. I also wholeheartedly thank my family and friends for their love, encouragement, understanding, and patience.

Thank you to my dissertation advisors, Dr. Diane Gill, Dr. Tom Martinek, Dr. Jewel Cooper and Dr. Pam Kocher Brown who were of the utmost quality developing this project. Many other dear friends in our field also contributed by support and encouragement, and I thank them all.

I am blessed and indebted to each of you for your unconditional support.

## TABLE OF CONTENTS

	Page
LIST OF TABLES .....	vii
LIST OF FIGURES.....	ix
 CHAPTER	
I. INTRODUCTION .....	1
Statement of Problem.....	2
Background.....	2
The Need to Study LEP Students in Physical Education .....	5
Benefits of Best Practices in Physical Education .....	10
Definition of Terms.....	12
Justification of the Study .....	14
Assumptions.....	19
II. REVIEW OF THE LITERATURE .....	20
Thirteen Principals of Learning .....	22
Quality Physical Education.....	24
Learning Models for LEP Students.....	28
Effective Practices for Teachers of LEP Students .....	36
Needs Assessment for Teaching LEP Students in Physical Education .....	42
III. METHODOLOGY .....	47
Study Design.....	47
Participants .....	48
Measures.....	50
Needs Assessment for LEP Students in Physical Education Survey (NALEPSPE).....	50
Multicultural Awareness-Knowledge-Skills Survey (MAKSS-Form T).....	51
Workshop Evaluation .....	53
Procedures for the Statewide Online Survey .....	53
Workshop Design.....	54
Preparation Information for Workshop.....	55
The LEP in PE Workshop Outline .....	56

Data Analysis .....	61
IV. RESULTS.....	62
Sample Profile.....	63
School/Community Profile Information .....	67
Question One Results (Needs) .....	69
Critical Need Results—Statewide Open-Ended .....	74
Critical Need Results—Workshop Open Ended .....	75
Barriers and Challenges .....	76
Question Two Results (Multicultural).....	76
Pre-Post-Follow-up Comparisons on Survey MAKSS	
Scores .....	79
Pre-Post Workshop Comparisons .....	80
Pre-Post-Followup Comparisons on MAKSS Ratings .....	83
Multicultural Awareness Subscale (MAS) .....	84
Question Three Results (Teaching Model).....	86
Best Practices .....	87
Workshop Evaluations .....	90
Other Final Comments .....	92
Summary of Results .....	93
V. CONCLUSIONS .....	94
Findings .....	95
Research Question One .....	96
Implications for Research Question One .....	97
Research Question Two.....	98
Implications for Research Question Two .....	98
Research Question Three.....	99
Implications of Research Question Three.....	99
Workshop Discussion.....	101
Recommendations for Further Study .....	102
Conclusions.....	103
Overall Recommendations for Future.....	104
REFERENCES.....	105
APPENDIX A.    INFORMATION TO PARTICIPATE IN RESEARCH .....	112
APPENDIX B.    NEEDS ASSESSMENT OF LIMITED ENGLISH	
PROFICIENT (LEP) STUDENTS IN PHYSICAL	
EDUCATION.....	115



APPENDIX C.	THE MULTICULTURAL AWARENESS-KNOWLEDGE- SKILLS SURVEY TEACHERS FORM.....	120
APPENDIX D.	LIMITED ENGLISH PROFICIENT STUDENTS IN PHYSICAL EDUCATION WORKSHOP .....	125
APPENDIX E.	OPEN ENDED NEED QUESTIONS .....	128
APPENDIX F.	OPEN ENDED BEST PRACTICES QUESTION.....	131
APPENDIX G.	WORKSHOP DEVELOPED BEST PRACTICES.....	133
APPENDIX H.	OPEN ENDED BARRIER/CHALLENGES QUESTION.....	134
APPENDIX I.	OPEN ENDED OTHER COMMENT QUESTION .....	136
APPENDIX J.	SIOP PHYSICAL EDUCATION LESSON PLAN .....	138
APPENDIX K.	FEEDBACK FOR LESSON PLANS .....	143

## LIST OF TABLES

	Page
Table 1. NCDPI LEP Count (as of October 1, 2007) .....	15
Table 2. Percentages for Proficient or <u>Above</u> for Different Racial Groups in Reading and Math (2008) .....	21
Table 3. Evaluation Crosswalk.....	60
Table 4. Sample Demographic Profile.....	65
Table 5. Profile of Sample—Grade Levels of Teaching .....	66
Table 6. Profile of Sample—Number of Years of Teaching Experience .....	66
Table 7. Profile of Sample—Foreign Language Proficiency.....	67
Table 8. Community .....	68
Table 9. Faculty.....	68
Table 10. Student Body .....	68
Table 11. LEP/ESL Programs.....	69
Table 12. Statewide Needs Assessment from Survey .....	70
Table 13. Workshop .....	71
Table 14. Identifying Needs for Teacher Education .....	73
Table 15. Multicultural <u>Knowledge</u> Responses: Statewide Survey .....	77
Table 16. Multicultural <u>Awareness</u> Responses: Statewide Participants.....	78
Table 17. Multicultural <u>Skills</u> Responses: Statewide Participants.....	78
Table 18. MAKSS Awareness Workshop Items Pre and Post.....	80
Table 19. MAKSS Knowledge Items Pre and Post.....	81

Table 20. MAKSS Skills Items .....	82
Table 21. Pre-Post-Follow up for MAKSS Awareness .....	84
Table 22. Pre-Post-Follow up for MAKSS Knowledge .....	85
Table 23. Pre-Post-Follow up for MAKSS Skills .....	85
Table 24. Workshop Evaluation Ratings .....	91

## LIST OF FIGURES

	Page
Figure 1. Progression of Second Language Learners from Cognitively Undemanding to Cognitively Demanding .....	31
Figure 2. Emails .....	49
Figure 3. Evaluation Schedule .....	59

## **CHAPTER I**

### **INTRODUCTION**

The number of limited English proficient (LEP) students in North Carolina public schools has increased dramatically in recent years. Today, there are over 200 languages spoken by students in classrooms throughout the state. The vast majority of these students are Spanish speaking. The growing numbers of LEP students present a wide variety of unique challenges to teachers and administrators alike.

Additionally, this influx of non-English speaking students has implications of Public Schools. The call for a more globalize curriculum and learner, recruitment of internationalize Faculty and Staff, the transformation of new Professional Teaching Standards and Teacher Education Standards, increased diversity sensitivity training for school personnel; restructure of extra-curricular activities to include a broad base of cultural experiences; and the investment into greater resources in Adult Education (especially ESL courses) are certainly indicators of the changing demographics of North Carolina (Johnson, 2008).

Although school districts and educational researchers have identified effective practices for working with LEP students in classrooms, physical education by in large, has been ignored. As such, this leaves most physical education teachers with little guidance and few resources for making the necessary changes to support these students. While best practices have been identified for physical education professionals and classroom teachers of LEP students, there

remains a serious gap in implementing these effective practices for LEP students in the K-12 physical education setting.

This project focuses on identifying and addressing issues related to quality physical education programming for LEP students in North Carolina's public schools. The first step in this project was to synthesize the body of literature about quality physical education programs. In addition, the most recent literature on effective practices for teaching LEP students in classrooms was reviewed. Based on those reviews, a pilot survey was administered to Healthful Living (HL) coordinators and LEP coordinators to investigate the challenges faced by physical education teachers and local school district professionals. The pilot survey included items on resources, strategies and best practices used to provide quality physical education for all students, including those who lack proficiency in English.

### **Statement of Problem**

The current study uses literature review and pilot findings to further investigate needs, best practices, and challenges leading to a best practices model and/or strategies for teaching LEP students in physical education in North Carolina Public Schools.

### **Background**

According to the Centers of Disease Control and Prevention (CDC), the academic success of America's youth is linked strongly with their health status and behaviors. Scientific research has documented that school health programs can make a positive impact on educational outcomes, health risk behaviors and health outcomes (McKenzie, Sallis, Kolody, & Faucette, 1997; Murray, Low, Hollis, Cross, & Davis, 2007; Prochaska,

Sallis, Slymen, & McKenzie, 2003; Sallis et al., 1999). Such health-related factors as hunger, physical and emotional abuse, and chronic illness have been documented to contribute to poor school performance (Dunkle & Nash, 1991; Prochaska et al., 2003; Sallis et al., 1999). In addition, substance use, violence, and physical inactivity are all confirmed to be linked consistently to academic failure, and have been shown to affect students' school attendance, grades, test scores, and ability to pay attention in class (Dake, 2003; Dewey, 1999; Ellickson, Tucker, & Klein, 2003; Mandell, Hill, Carter, & Brandon, 2002; Shephard, 1996; Swingle, 1997; Valois, MacDonald, Bretous, Fischer, & Drane, 2002).

Today's teachers are faced with numerous issues related to the influx of LEP students and families. Several studies and reports have revealed the diverse make-up of students in classrooms in terms of gender, race, ethnicity and national origin, language, sexual orientation, class, physical and mental abilities, and religious backgrounds (Adams, Sewell, & Hall, 2004). All English language learners in U.S. schools today are not alike. They enter U. S. schools with a wide range of language proficiencies (in English and in their native languages) and of subject matter knowledge. Students in North Carolina's public schools speak over 200 different languages, and the North Carolina Department of Public Instruction (NCDPI) reports that approximately 96,725 Hispanic students have confirmed that Spanish is their first and primary working language (NCDPI, 2005).

Research shows that not only do LEP students lag behind their English-speaking peers in graduating (Gándara, Rumberger, Maxwell-Jolly, & Callahan, 2003), but they

also under-perform in academics (MacGillivray & Rueda, 2001). Difficulty in comprehension and mastery of English is reflected in academic achievement scores of Hispanic and other LEP students. The 2006-2007 NCDPI race data confirms that the percent of students in grades 3-8 who are at or above reading level three with the highest percentage by White (91.7%), and the lowest percent Hispanic (75.6%) students. In math, 84.4% of Asians in grades 3-8 were at or above math level three while Hispanic students fell to 67.4% followed only by black (46.5%) students. Until recently, LEP students were counted as part of their race. With the No Child Left Behind (NCLB) legislation (2002), government has called for increased attention to student sub-groups, which includes LEP students. This data is even more compelling with End of Grade (Reading and Mathematics) scores for LEP students in Grades 3 through 8 on who were at or above Achievement Level III in Reading and Mathematics. In the 2005-2006 testing cycle, only 34.8% of LEP students tested at or above the Achievement Level III as compared to 67.6% of English speaking students (NCDPI, 2008). In the 2006-2007 testing cycle, 38.7% of LEP students tested at or above the Achievement Level III as compared to the 65.4% of English speaking students. Furthermore, there were 666 migrant students tested in 2005-06 with only 37.7% of them passing at or above Achievement Level III. Two-hundred and one migrant students were tested in 2006-2007 with 35.8% scoring at or above Achievement Level III. The gap in academic performance is obvious. The question remains, how to we teach the LEP student to succeed in academic in America. Furthermore, how do content specific areas teach LEP students? Unfortunately, this academic performance gap for LEP students can have long-term consequences. LEP



students are at a disproportionately high risk of failing in school, being placed in special education, or dropping out of school.

### **The Need to Study LEP Students in Physical Education**

Along with the increase in numbers of LEP students in public schools in the last 15 years, there has been a corresponding growth in research on effective practices for classroom teachers to use with LEP students. From this research, a new body of literature has emerged identifying “best practices” to improve instructional practices for learners in multilingual classrooms. To realize associated benefits, teachers assigned to multilingual classrooms participate in extensive training about “best practices.” Teachers are further challenged to incorporate these strategies into their classroom instruction and management. If a specific problem or issue arises, these teachers have a body of knowledge and literature to then draw from to help provide potential solutions. While classroom teachers have received specialized training to help them manage the challenges presented by non-English speaking students, teachers of art, music and physical education often are left with limited resources and training to address this need. Thus far, no evidence-based best practices for the physical educator have been developed.

Based on a U. S. Department of Education report that called for an increase in teacher knowledge, educational linguistics, and multicultural education for perspective teachers, Clair (2000) held that teacher preparation programs should include courses on the following topics:

- language and linguistics;
- language and cultural diversity;

- sociolinguistics for educators on linguistically diverse society;
- language development;
- second language learning and teaching;
- the language of academic discourse, and;
- text analysis and language understanding in educational settings.

Such teacher education programs would prepare teachers for the needs of today's diverse student body in K-12 programs. Perhaps the teacher who is knowledgeable about the role of native language, the level of language proficiency, and understands the development of language, can better identify social and academic markers across cultures. Most importantly, these programs invite colleagues and families to engage in dialogue about their own beliefs and practices so that families' fully understand the expectations for the children and teachers.

Despite the high numbers of LEP students in North Carolina's schools, physical education teachers often have not been trained or prepared for meeting the needs of these children enrolled in their programs. These teachers have been left to discover on their own what works or does not work without the benefit of training, guidelines, or a body of research. For example, a frequently used strategy is the "buddy system" where the teacher asks another student to work with an LEP student. While well intentioned for demonstration, student "buddies" may not be trained to properly work with students for whom language barriers exist that could compromise the learning process. Glakas (1993) describes the situation for LEP students and then provides some suggestions for teachers to implement in the physical education class. Issues to consider as potential problems or

challenges for LEP students in physical education include dressing out or changing clothes, general hygiene, and the types of sports chosen in a physical education class. The cultural background of some LEP students may prohibit our traditional rules for physical education and need to be considered while planning a quality physical education program.

Common best practices for LEP students include enrollment in English as a Second Language (ESL) program and in courses that are not considered to be highly language-based, including physical education. According to Glakas, LEP students are placed in these classes because learning and early success can take place through demonstration without large amounts of verbal instruction. This early success often is the first step for LEP students to adjust and function in a totally English-speaking environment. This practice is typically based on the assumption that physical education (and other performance-driven curricula, such as the arts) requires little in terms of an adequate knowledge base and demand for English language proficiency. It is also often assumed that LEP students may have a greater need to feel a sense of “belonging” in schools. Physical educators are often in an ideal position to provide this sense of connectedness and help fulfill the psychosocial needs of these students. Because children acquire self-confidence and self-esteem (Kolody & Sallis, 1995) as a result of successful experiences (particularly in the motor domain), early exploratory activities are essential. Through the successful mastery and completion of these experiences, more and more LEP students will be able to reap the benefits of a quality physical education program.

Increasingly, more and more physical education teachers have expressed frustration, cited challenging hindrances (such as language barriers) and are looking for guidance in working with LEP students. Specifically, physical educators are seeking new ways to provide effective instruction to LEP students, despite having fewer resources and less direction than what is available to most classroom teachers. Resources are often difficult for the physical education programs mostly due to *No Child Left Behind* (NCLB) mandates for testing students in Reading, Math, and Writing.

Additionally, an unintended consequence of the federal legislation is that physical education teachers are left empty-handed in the area of staff development because physical education is not considered one of the “core academic areas.” While NCLB has funds for staff development to improve the best practices of classroom teachers, physical education teachers have not been able to access these resources due to their non-core designation. In the pilot study for this project, both Healthful Living and ESL coordinators noted the lack of resources in place to help the physical education teachers be prepared for effectively teaching the LEP students (Ballard & Gill, 2008b). The details of the pilot survey results are presented in the following chapter.

Quality physical education is important for LEP youth and carries additional implications for the health and well being of immigrant and Hispanic populations. Spanish youth are particularly at high risk for factors contributing to obesity, type II diabetes, stroke, and heart attacks. They are also vulnerable to unhealthy behaviors, such as smoking, sexual behaviors leading to HIV/AIDS, and physical inactivity (Youth Risk Behavior Survey, 2003).

North Carolina has created new Professional Teacher Standards (NCDPI, 2008) for all teachers. These standards include:

- I. Teachers demonstrate leadership (classroom, school and community).
- II. Teachers establish a respectful environment for a diverse population of students.
- III. Teachers know the content they teach.
- IV. Teachers facilitate learning for their students.
- V. Teachers reflect on their practice.

The different demands on twenty-first century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the twenty-first century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.

- In their classrooms, teachers facilitate instruction encouraging all students to use twenty-first century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The twenty-first century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

### **Benefits of Best Practices in Physical Education**

Standard III indicates that teachers know the content they teach. The National Association of Sport and Physical Education (NASPE) has taken the lead in the development of documents and resources focused on best practices for physical education, specifically to the K-12 population. As the voice for quality physical education, NASPE has also developed national standards for physical education teachers. The National Standards for Physical Education (NASPE, 2004) define what a student should know and be able to do as a result of participating in a physical education program. These standards address all-important aspects of physically educating an individual:

1. Development of motor and behavioral skills,
2. Knowledge, development and maintenance of a physically active lifestyle,
3. Health-related fitness,
4. Personal and social responsibility in physical activity settings, and
5. Valuing physical activity.

According to NASPE, opportunities to learn physical education include appropriate instruction with meaningful content. The physical educator should use instructional strategies that provide meaningful inclusion of all students regardless of skill or fitness level, gender, race, or ethnicity. NASPE states that quality physical education classes have well-designed lessons that facilitate student learning and regular assessment to monitor and reinforce student learning.

Meaningful content is important to a quality physical education program. This includes instruction in a variety of motor skills that can be used as a basis for participation in lifetime sports. Students should also develop cognitive concepts about motor skill and fitness to help students understand, improve and/or maintain their physical well being throughout adulthood. While cognitive and motor skills are important, a quality physical education program should provide opportunities to improve emerging social and cooperative skills through physical activity (NASPE, 2005). Finally, it can be easily argued that quality physical education may be one of the most important courses for any student, particularly an LEP student (ASIJ, 2004; Krashen, 1997). Learning about one's health and how to maintain one's health is a lifelong skill for all individuals.

While best practices in physical education may be applied differently, the bottom line is for each child to experience and explore a variety of best practices that spark their learning. This is not an easy task. Only a few North Carolina College and University programs that prepare teachers in physical education have the very beginnings of information and training on LEP student background and behaviors. While teacher listservs and journals are providing more information on teaching LEP students, there is very little research to support the practices specifically in the physical education arena.

It should also be noted that research pertaining to physically educating LEP students is not as extensive as the research available on LEP students in regular classrooms. There is little descriptive research and no intervention or programmatic studies on best practices and quality physical education for LEP students. Therefore, a pilot survey was conducted with Healthful Living and Limited English Proficient coordinators to investigate the challenges, resources, and current practices in physical education for LEP students in North Carolina's public schools. Those findings, along with the limited research and guidelines provided by educational agencies and professional organizations, provide a base for the current study with physical education teachers.

### **Definition of Terms**

Several terms that are relevant to this current dissertation project are provided by the North Carolina Department of Public Instruction (NCDPI), which is the agency charged with implementing the state's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12th grade



public education. Following are the terms and common definitions related to best practices in physical education for LEP students as presented on the NCDPI website (DPI Website; <http://www.community.learnnc.org/dpi/esl>).

Basic Interpersonal Communication Skills (BICS) the simple “playground talk” that students learn first; research has typically said it takes 1-2 years to develop.

Bilingual Instruction: School instruction using two languages, generally a native language of the student and a second language (Echevarria, Vogt, & Short, 2008).

Cognitive Academic Language Proficiency (CALPS): increasingly the more difficult academic language students experience in school; research has typically said it takes 5-7 years to develop (<http://www.community.learnnc.org/dpi/esl>).

English as a Second Language (ESL): A method of instruction (programs and classes) for students who are learning English as a new language (<http://www.community.learnnc.org/dpi/esl>).

English Language Learner (ELL): Another name given to LEP students (<http://www.community.learnnc.org/dpi/esl>).

Limited English Proficiency (LEP): the federal term used to refer to a student with restricted understanding or use of written and spoken English; a learner who is still developing competence in using English (Echevarria et al., 2008). In North Carolina, it is the term used to mimic federal law to identify students who score below superior in at least one domain on the state-mandated English proficiency tests (<http://www.community.learnnc.org/dpi/esl>).

### Sheltered Instruction Observation Protocol (SIOP): The Sheltered Instruction

Observation Protocol (SIOP) Model was developed to provide teachers with a well-articulated, practical model of sheltered instruction. Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. For students studying content-based ESL or bilingual courses, Sheltered Instruction (SI) often provides the bridge to the mainstream and the amount of SI provided should increase as students move towards the transition out of these programs. The SIOP Model is currently used in hundreds of schools across the U. S. as well as in several other countries. The intent of the model is to facilitate high quality instruction for LEPs in content area teaching (see <http://www.siopinstitute.net/about.shtml>).

### **Justification of the Study**

North Carolina becomes more ethnically and linguistically diverse with each passing year. From 1993 through 2003, North Carolina experienced a 500% growth of LEP students (Echevarria et al., 2008). The state's Hispanic student population increased more than any other ethnic group with an increase from 1.3%, or 14,507 students, to 6.6%, or 88,355 students. North Carolina began receiving federal funding in the late 1990's, which requires DPI to collect a headcount of LEP students. Table 1 shows the 84% growth of LEP students in North Carolina from 2000-2007.

**Table 1. NCDPI LEP Count (as of October 1, 2007)**

As of October 1	LEP Headcount	NC Public Schools
2000-2001	52,513	1,282,576
2001-2002	52,835	1,303,928
2002-2003	67,991	1,324,181
2003-2004	70,912	1,347,247
2004-2005	78,395	1,371,869
2005-2006	83,627	1,396,502
2006-2007	96,725	1,434,625
2007-2008	112,534	1,461,740

Currently, North Carolina is home to 112,534 LEP students in our public schools. As the LEP population has grown, the LEP academic performance has not increased. In order for LEP students to be successful in our public schools, it is important to understand how our teachers teach LEP students and how our LEP students learn. In this way, we may determine the most effective strategies to improve academic performance for North Carolina's LEP population.

In North Carolina, a majority of teacher educators work from the foundation of Bloom's "Taxonomy for Learning, Teaching, and Assessing" (Anderson & Krathwohl, 2001) or Marzano's "A New Taxonomy of Educational Objectives" (Marzano, 2000). Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. One of the dimensions identifies The Knowledge Dimension (or the kind of knowledge to be learned) while the second identifies The Cognitive Process Dimension (or the process used to learn). Each of the four Knowledge

Dimension levels is subdivided into either three or four categories (e.g., Factual is divided into Factual, Knowledge of Terminology, and Knowledge of Specific Details and Elements). The Cognitive Process Dimension levels are also subdivided with the number of sectors in each level ranging from a low of three to a high of eight categories.

Marzano's New Taxonomy is made up of three systems and the Knowledge Domain, all of which are important for thinking and learning. The three systems are the Self-System, the Metacognitive System, and the Cognitive System. When faced with the option of starting a new task, the Self-System decides whether to continue the current behavior or engage in the new activity; the Metacognitive System sets goals and keeps track of how well they are being achieved; the Cognitive System processes all the necessary information, and the Knowledge Domain provides the content.

With this in mind, most teachers design their curriculum based on a hierarchy of learning processes. These typically include reciting, comprehension, application, analysis, synthesis, and finally evaluation. With lesson plans and curriculum developed to move students through a level of understanding, the teacher educator also needs to develop a method of instruction delivery based on the needs of the students.

In order to provide the learning environment to enhance the teaching and application of knowledge, educators have created "best practices." These best practices are instructional approaches and strategies for teaching and learning in today's classrooms, and to create a differentiated learning environment for all students. For LEP students, bilingual education has drawn the attention of many ESL programs. These initiatives have led policy makers to evaluate traditional bilingual education programs

and look for research-based practices that increase LEP students' performance when placed in regular classrooms. Because most LEP students are not given an opportunity to receive bilingual education, the academic disparity between LEP students (specifically Hispanic) and their English-speaking peers is a concern. Furthermore, there is research to show that increasing populations of LEP students has implications for public schools. Dr. Jim Johnson (2005) of University of North Carolina, provided the following implications for public schools:

- Globalized public schools curriculum
- Internationalize faculty and staff
- Transform teacher education
- Mandatory diversity sensitivity training for School Personnel- Staff and Faculty
- Restructure Extra-curricular Activities
- Invest greater resources in Adult Education (especially ESL courses).

In summary, the four major reasons of need for this study are due to the increasing health disparities, disparity of test scores, growing body of evidence for connecting health and academics, insignificant research in LEP/PE, and the increasing LEP population (53,513 in 2001 to 112,534 in 2008) in North Carolina. Given the information on prevalence of LEP students in physical education, the two purposes of the current study were to:

1. Identify the needs, challenges, and best practices of teaching LEP students in physical education and

2. Develop a teaching model for lesson plans teaching LEP students in physical education.

This study was not designed to be a generalized study due to the lack of research in this area, rather will be a first attempt to identify information and resources that will be important to study in the future. Therefore, the research questions in this study are:

1. What are the current needs, challenges and best practices in teaching LEP students in physical education?
2. How can awareness, knowledge and skills for teaching LEP students in physical education be improved?
3. What teaching model, instructional strategies and sample lessons plans can be developed to help physical educators provide best practices for teaching LEP students in North Carolina?

In the first phase of the study, physical education teachers across North Carolina completed a needs assessment, as well as an assessment of their multicultural skills, knowledge and awareness. In the second phase, a selected group of physical education teachers participated in a 2-hour workshop on quality physical education, LEP students, and best practices based on the review of literature. The workshop included the same assessments as in phase one. The workshop participants developed lesson plans and evaluated the workshop. The results and best practices teaching model will be of immediate benefit to the participating teachers and provide information for the development of continuing programs and resources to help all physical education teachers who teach Limited English Proficient Students.

### **Assumptions**

There were four assumptions in the study. First, physical educators are professional teachers who want to teach and want children to learn. Second, physical educators adapt their instruction to meet needs of all students to the best of their knowledge and skill level. Third, quality physical education as defined by NASPE, can be a solution for addressing obesity to all students including LEP students who may be highest at risk. Finally, there is the growing body of research showing a connection between academics and health. With these assumptions, the selection of the sample was important. Sample of participants is discussed in Chapter III.

## CHAPTER II

### REVIEW OF THE LITERATURE

Much of today's educational system is built upon the foundation of Bloom's Taxonomy for Learning, Teaching, and Assessing (Anderson & Krathwohl, 2001) or the later work of Marzano's *Designing a new taxonomy of educational objectives* (Marzano, 2000). With some variations, depending on the level of learning or the taxonomy, students basically continue through a hierarchy of learning to include reciting, comprehension, application, analysis, synthesis, and evaluation. In order to provide the learning environment to enhance knowledge, a series of "best practices" have been developed to aid in the instructional process. Best practices are instructional approaches and strategies for teaching and learning in today's diverse classroom by creating a differentiated learning environment.

Teachers have always sought to address the assortment of needs their students present in their classrooms. Additionally, for the teachers' skill to improve, there should be goals, feedback on a regular basis, and a chance to improve from the changes made (Siedentop & Tannehill, 2000). This then becomes an enormous undertaking for PE teachers who want to improve their teaching and provide quality physical education for all children. Numerous educators and demographic researchers have noted the increasingly diverse make-up of students in today's classroom with a wide range of gender, race, ethnicity and national origin, language, sexual orientation, class, physical



and mental abilities, and religious backgrounds. Presently, over 200 different languages are represented in North Carolina Public Schools, and NCDPI reports approximately 112,534 Hispanic students that do not have English as their first language (NCDPI, 2007). North Carolina Public School testing data reported in the 2007 school year showed the percentages for proficient or above for different racial groups in reading and math as follows: Asian (81.1), White (79.9), Hispanic (52.5), American Indian (50.5), Black (43.5), and multi-racial (64.7) as compared to 2002. These composite scores for End of Grade Reading and Mathematics in Grades 3-8 indicate a decline of scores in four years. This parallels with declining health status for the Hispanic, American Indian, and Black populations.

**Table 2. Percentages for Proficient or Above for Different Racial Groups in Reading and Math (2008)**

<b>Student Group</b>	<b>2002-2003</b>	<b>2006-2007</b>
White	87.3	75.9
Hispanic	61.4	52.5
Black	64.6	42.5
Asian	83.1	81.1
Multi-Racial	82.8	64.7
American Indian	70.3	50.5

(NCDPI, 2008)

Best practices are used because they help organize information into a conceptual framework that allows for greater “transfer” (Erickson, 2006). This transfer effect allows the student to apply what was learned in new situations and to learn related information

more quickly (Erickson, 2006; National Research Council, 2000). These studies have strongly informed our understanding of what strategies teachers should employ to elevate learning outcomes. A strong background in both content and pedagogy has been found to be indispensable for producing positive teaching behaviors strategies linked to content that showed positive results with students (VanTassel-Baska, 2007).

Children typically acquire self-confidence and self-esteem as a result of successful experiences, particularly in the motor domain. Early successful exploratory activities enable all children to develop motor skills that are essential. For this reason, boys and girls must be provided similar experiences in human movement and teachers must shed sex bias and encourage skill development in all children (Bandura, 1994). Bandura (1994) affirms a strong sense of efficacy enhances human accomplishment and personal well-being. People with confidence in their capabilities typically approach difficult tasks as challenges to be mastered rather than as threats to be avoided. In contrast, people who doubt their capabilities shy away from difficult tasks and often view them as personal threats. Their low aspirations and weak commitment to the goals they choose to pursue can affect them over a lifetime. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully (Bandura, 1994).

### **Thirteen Principals of Learning**

The North Carolina Department of Public Instruction has summarized 13 principles for best practices of teachers based upon effective schools research:

- Student-Centered. The best starting point is young people's real interests. Investigating students' own questions should take precedence over studying distantly selected "content."
- Experiential. Active, hands-on, concrete experience is the most powerful and natural form of learning.
- Holistic. Children learn best when they encounter whole ideas, events, and materials in purposeful contexts.
- Authentic. Real, rich, complex ideas and materials are at the heart of the curriculum. Avoid lessons that oversimplify or water-down information.
- Expressive. Employ the whole range of communicative media--speech, writing, drawing, poetry, dance, drama, music, movement, visual arts, etc.
- Reflective. There must be opportunities for children to reflect, debrief, and abstract from their experiences what they have felt, thought and learned.
- Social. Create classroom interactions that "scaffold" learning.
- Collaborative. Cooperative learning activities tap the social power of learning.
- Democratic. Make the classroom a model community.
- Cognitive. "The most powerful learning comes when children develop true understanding of concepts through higher-order thinking associated with various fields of inquiry and through self-monitoring of their thinking."
- Developmental. Fit the activities to the developmental level of the students.

- Constructivist. Children do not just receive content; they re-create and reinvent every cognitive system they encounter, including language, literacy, and mathematics.
- Challenging. Students learn best by encountering genuine challenges and choices in their own learning (NCDPI, 2000).

### **Quality Physical Education**

In addition to the 13 principles for best practices for general education, the National Association of Sport and Physical Education (NASPE) has developed documents and resources focused on best practices for the content of physical education. NASPE is the leading organization that sets the framework and standards for physical education teachers to align for teaching students. The National Standards for Physical Education (NASPE, 2004) define what a student should know and be able to do as a result of participating in a physical education program. Those standards address all of the important aspects of physically educating an individual. These include the development of motor and behavioral skills, motor skill development, knowledge development and maintenance of a physically active lifestyle and health-related fitness, personal and social responsibility in physical activity settings, and valuing physical activity.

NASPE further defines a quality physical education program as one that includes the following three components: opportunity to learn, meaningful content and appropriate instruction. Each of these areas is outlined in detail in NASPE's quality physical education (QPE) documents such as the "Appropriate Practices" document. These documents describe traditionally held practices that have harmful effects, (e.g. captains

picking teams, relay races, running laps or doing laps as punishment), and then recommends best practices and techniques for eliminating these. Best practices utilized in physical education can provide positive learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. Within these NASPE documents, one will find the expertise of educators who were familiar with both Bloom's and Marzano's taxonomies and have been incorporating them into the overall philosophy of the document.

NASPE (2003) describes best practices for students to include the following:

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- No physical activity for punishment
- Uses regular assessment to monitor and reinforce student learning

Best practices in physical education may be applied differently in each school across this country. However, the bottom line is that each child is different and the logical approach is always to explore a variety of best practices to spark their learning. This is not an easy task.

In a quality physical education class, assessment of performance is a necessary but difficult task for a teacher. Lower teacher expectations for diverse populations can lead to inequalities in performance assessment. Some LEP students may be assessed on a

lesser scale than English speaking students due to a lack of communication, teaching and learning that may have happened for English speaking students. As with any assessment, student success depends on the teacher's definition of success and the performance scales used to assess skills. In this case, understanding for both the teacher and the student could inhibit learning. Simply put, the teacher may score the LEP student on a lesser scale because they know the students do not speak English and they may feel sympathy for the student. This practice often goes unchallenged because the assumption in the grade is that the student understands concepts and skills just as the English-speaking students. This presents another case for teacher preparation programs to prepare teachers for non-English learners in both teaching methodology and assessment strategies.

Several factors contribute to the problem of undeserving LEP students in the educational system as it currently exists. First, the physical education curriculum is typically a performance curriculum where proficiency of language may not be seen as critical for student success. Students who have language barriers are often placed in these performance-type classes (such as physical education and art) for this reason. As a result, these classes often have high numbers of students and individual skill instruction by teachers is scarce.

A second contributing factor in under serving LEP students is the health status of immigrant and Hispanic populations. Minority populations, particularly African American students and Spanish speaking students, are at high probability for the risk factors contributing to obesity. For this reason, there may be a natural tendency for physical educators to hold under skilled, overweight, and language-disadvantaged

students to a lower standard of success based on these factors. Additionally, minorities are vulnerable for displaying unhealthy risk behaviors, such as smoking, sexual behaviors leading to HIV, and physical inactivity (YRBS, 2003). This may further erode high expectation levels teachers may have for LEP students.

Third, minority or LEP students typically do not score well in reading, math, and writing exams that get reported to the NC Department of Public Instruction. Minority students have the lowest test scores in North Carolina (NCDPI, 2001). This becomes increasingly important because they may be pulled out of physical education in order to have “special help” to study for tests or make up work. LEP students are at a disproportionately high risk of failing in school, being placed in special education, or dropping out of school. Generally speaking, undergraduate PETE programs do not prepare physical education teachers to work with LEP students. However, most do provide at least one course in adapted physical education to learn how to successfully address students with disabilities and other special needs.

As a result of these factors, physical education teachers across the United States are at a loss on how to best teach LEP students. Although there is very little research in the area of LEP students in physical education, there are recognized best practices in the classroom that may be successfully transferred into a physical education setting. However, even experts in the fields of English as a Second Language (ESL), Limited English Proficient (LEP) and bilingual education do not have all the answers on how best to serve these children in public education.

### **Learning Models for LEP Students**

The general consensus is that it takes LEP students three to five years to develop basic English proficiency and four to seven years to develop a level of academic English (Echevarria et al., 2008). One of the most well known researchers in the area of Limited English Proficient and English as a Second Language is Dr. Stephen Krashen. Dr. Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. To understand best practices for communicating with LEP students, it is important to understand Krashen's Theory of Second Language Acquisition. Krashen's Theory of Second Language Acquisition consists of five main hypotheses: Acquisition-Learning, Monitor, Natural Order, Input, and Affective Filter. Acquisition learning is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners (Schütz, 2003).

According to Krashen, there are two independent systems of second language performance: the *acquired system* and the *learned system*. The acquired system, also called the acquisition system, requires meaningful interaction in the target language in which speakers are concentrated in the communicative act (Krashen, 1988). Simply put, it is where students are involved and participate in hands-on learning, much like learning that takes place on a playground through experience. This is most often an informal instructional process and the learning may even be unintentional and subconscious. The learned system is the product of formal instruction and it comprises a conscious process, which results in conscious knowledge about the language. This is recognized in a



physical education class when the LEP students perform the skill without having to think about it or watch others.

The natural order hypothesis is based on the belief that when learning takes place, it is independent of the learner's age, background, or conditions of exposure. Although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a natural order of language acquisition (Krashen, 1988).

The input hypothesis is Krashen's attempt to explain how second language acquisition takes place. Here, the belief is that students will move along the natural order when something becomes clear while receiving an input that carries them one step beyond their current state of linguistic comprehension. We often call this "ah ha" moments. Because not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some input that is appropriate for his/her current stage of linguistic competence (Krashen, 1988).

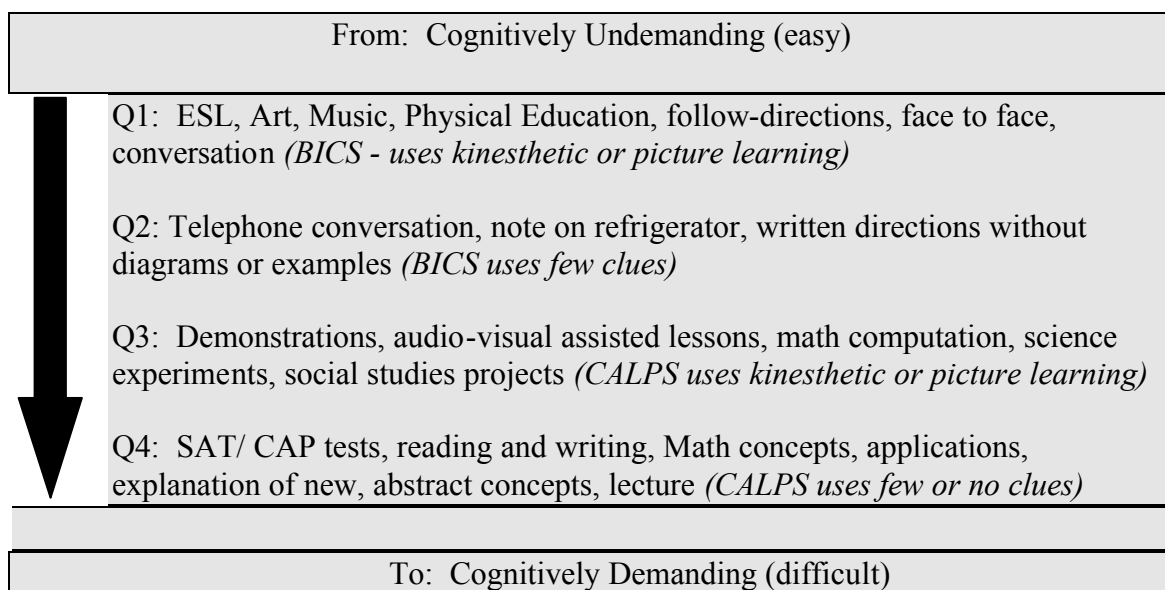
Finally, the affective filter hypothesis also plays a facilitative, but non-causal, role in second language acquisition (Krashen, 1988). These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition (ASIJ, 2004; Glakas, 1993;

Krashen, 1988; Schütz, 2003). Furthermore, exercise reduces stress and can foster self-discipline, improved self-esteem, increase creativity, and enhance emotional expression through social games (Blaydes-Madigan, 2003). This means that in order for language to progress, a student needs to be comfortable in the language environment and feel very little anxiety. If the language student is frustrated or anxious, a barrier is put up, and very little will pass through (Blaydes-Madigan, 2003; Cummins, 1984; Glakas, 1993; Krashen, 1988; Schütz, 2003).

Another important researcher in the linguistics field is Canadian James Cummins with his two dimensions of language: Conversational (BICS: Basic Interpersonal Communicative Skills) and Cognitive Academic Linguistic Proficiency (CALP) (Cummins, 1984). BICS is the language used at home, on the playground, or is basic survival language while CALP is used to explain something such as a lecture, reading, or to take an academic test. Cummins also believes that if a student is to be successful both socially and academically with a language, both dimensions need to be developed. Cummins' Four Quadrants model focuses on the development of both BICS and CALP that is critical to academic success. The flow chart below (see Figure 1) helps us understand the progression for second language learners viewing the progression from more visual, less content-based tasks to much more language-dependent content-based tasks (ASIJ, 2004).

Another way to explore the connections with BIC and CAPLS alongside Cummins' four quadrants can be the following:

Q1 & Q2 - Basic Interpersonal Communication Skills (BICS)



**Figure 1. *Progression of Second Language Learners from Cognitively Undemanding to Cognitively Demanding***

The commonly used acronym BICS describes social, conversational language used for oral communication. Also described as social language, this type of communication offers many cues to the listener and is context-embedded language. Usually it takes about two years for students from different linguistic backgrounds to comprehend context-embedded social language readily. English language learners can comprehend social language by:

- observing speakers' non-verbal behavior (gestures, facial expressions and eye actions);
- observing others' reactions;
- using voice cues such as phrasing, intonations, and stress;

- observing pictures, concrete objects, and other contextual cues which are present; and
- asking for statements to be repeated, and/or clarified.

### Q3 & Q4 - Cognitive Academic Language Proficiency (CALP)

CALP is the context-reduced language of the academic classroom. It takes five to seven years for English language learners to become proficient in the language of the classroom because:

- non-verbal clues are absent;
- there is less face-to-face interaction;
- academic language is often abstract;
- literacy demands are high (narrative and expository text and textbooks are written beyond the language proficiency of the students); and
- cultural/linguistic knowledge is often needed to comprehend fully.

To help LEP students be comprehensively physically educated, it is important for us to understand the process of learning for the LEP student. These quadrants represent the movement categories for how LEP students learn a second language. Students move from a rather easy clue finding quadrant through application and abstract thinking over a period of time of 5-7 years. In the quadrant above, it is apparent that courses such as physical education are located in the first quadrant (Q1). Quadrant 1 is considered a visual, less content-based task, yet it is critical in the foundation for higher-level learning (ASIJ, 2004; Glakas, 1993). Other courses in Q1 may include ESL, Art, or music where students receive directions with pictures and face-to-face conversations. Participating in

an activity that does not have a high level of cognition in which LEP students can successfully participate would describe the Q1 dimension. The second quadrant (Q2) embeds a little more difficulty for the LEP students including demonstrations, audio-visual assisted lessons, math computation, science experiments or social studies projects. Here the students must initiate some level of cognition to participate in hands on projects or other physical activities successfully. In physical education, this could where demonstration and skill development are equated to accuracy.

The third quadrant (Q3) is the next stage, which involves conversation, written directions without diagrams or examples. In physical education, we would provide verbal or written instructions and the LEP students would know, understand and be able to perform the given task alone. In the fourth quadrant (Q4), students will demonstrate the application of a learned abstract or concept. Lecture, reading and writing, and taking tests successfully are examples of Q4. In physical education, the LEP student will comprehensively understand being physically educated just as any other English-speaking student should.

English as a Second Language (ESL) teachers help design course schedules that often place LEP students in courses that are not considered to be highly language-based, such as physical education and art (Glakas, 1993). These courses are introduction courses for the LEP student to gain confidence while participating in a natural order (Krashen, 1997) of learning to assist them in their acclimation to the English language. According to Glakas (1993), LEP students may have a greater need to feel a sense of belonging and to experience success. A quality physical education program is an ideal way to help fulfill

the confidence needs of these students. While physical educators need to have a grasp on how to communicate with LEP students and check for understanding, they also must have some understanding of other LEP issues that affect performance or assessment in today's physical education class. These issues include students changing clothes in front of others, dressing in shorts and/or t-shirts, personal body odor, and the types of sports/activities in a physical education class. For LEP students to be successful and move through the acquisition quadrants expressed by Cummins (1984) and Krashen (1997), physical education classes have to be designed with the LEP student in mind.

As LEP students are enrolled in the schools, they are tested for proficiency. There are 6 levels of proficiency. Levels 1 and 2 are for when LEP students are just entering the English language and may only understand a few words if any. In level 2 students begin to pick up simple directions such as "get into teams." Level 3 and 4 are called an intermediate and advanced intermediate respectively. This step is where the LEP student can speak conversation or academic English but still has some difficulty. By the time they are level 4, they should be able to perform as other students on assessments orally, but still may have trouble writing. Levels 5 and 6 are the levels where pupil reads, writes, speaks and comprehends English within academic classroom settings. These levels can be seen through the work of Krashen and Cummins as they developed models for assisting students through the proficiency levels.

Meanery and Edwards (1996) investigated the effects of modeling and verbal rehearsal on the motor performance of English-speaking and LEP children. The three groups included: verbal rehearsal, non-verbal rehearsal, and a control group. In the verbal

rehearsal model, skills were demonstrated to the students with verbal instruction. As students practiced the skill, they also repeated the verbal instructions of the skill both before and while performing. In the non-verbal model group, students received demonstration but without any verbal instruction. The student then attempted to replicate the skill movement. Finally, the control group received no special instructions or demonstration for the skills being taught, but invited to play. Both LEP children and English-speaking children presented with a verbal model recalled significantly more skills than LEP children and English-speaking children in the no-model condition. LEP students showed some improved differences with the demonstration-only method over the control group; however, the English-speaking children did not show a significant difference. This is possibly due to cultural advantages over the LEP students in the US, such as growing up seeing and experimenting with these particular movement patterns. The Meanery and Edwards (1996) study also supports Cummins' Four Quadrant model. In the Meanery and Edwards study, students received visual hands on learning and added the more context embedded component of visual (demonstration) and adding verbal (content) for the student to gain knowledge and skill. The control group represents the Q1 quadrant, the demonstration and no verbal rehearsal reflects the Q2 quadrant, and the Verbal and demonstration group would align with the Q3 quadrant. This would indicate that demonstration and verbal rehearsal could assist LEP students in comprehensive learning of motor skills.

There are many possible reasons why this study found demonstration to be a benefit for students regardless of the language barrier. These include the lack of previous

opportunities for LEP students and activities that are unfamiliar to their culture. For example, some cultures do not play the sport of football, as we know it. These American football skills may come more freely to American students even if they have not played because they have seen skills demonstrated if they have watch the game. This may be true with the skill of soccer or hockey in other countries.

### **Effective Practices for Teachers of LEP Students**

The physical education teachers need to be trained to work with LEP students for LEP students to be successful in physical education. The training of teachers is enhanced by lower class sizes (Sellens & St. Claire, 1996) which was a key finding when studying both teachers trained in teaching LEP students and those teachers not trained in teaching LEP students. The study indicated that the greater the number of LEP students in class, the lower the teaching efficacy. This would also indicate that training might not make a difference for the LEP students if the class size is large, or if large numbers of LEP students are in one class. Interestingly, Meanery and Edwards (1996) also found that there was a higher sense of both teaching efficacy and total efficacy from the male teachers, and personal efficacy was higher if teachers perceived their site principal had a substantial knowledge base in regard to pedagogy for LEP students. Personal self-efficacy was also higher when teachers participated in school-wide curriculum planning for LEP students. These trained teachers receive personal gratification working with LEP students when LEP students are successful. In order to ensure teacher implementation of acquired instructional techniques, it was recommended that training for teachers be



longitudinal, include more practical applications, include site principals in training and provide mentor bilingual teachers to coach novice teachers of LEP students.

Research has helped us to understand how to build the foundation of learning for LEP students and provide some generalizations about characteristics that all teachers should have:

1. Some knowledge of language development and language acquisition;
2. The ability to adapt content to students' needs and levels of learning;
3. A willingness to learn about cultural differences and similarities;
4. Flexibility and sensitivity;
5. A philosophy that learning takes place in every situation and in every environment;
6. A belief that everyone learns from mistakes and from one another; and
7. An encouraging, nurturing attitude (ASIJ, 2004).

When we compare the latest brain function research to language acquisition, we can make a strong case for quality physical education for all students as part of the educational day. We should also be able to evaluate North Carolina physical education programs to assure LEP students are being taught quality physical education, in the same manner as other English speaking students. Further analysis of our physical education program and teacher education needs should be completed to improve the health and educational program for our LEP students.

In the last 15 years, there has been an explosion of research on effective practices for classroom teachers to use with non-English speaking students. Teachers assigned to

multilingual classrooms are often given extensive training on best practices and are able to incorporate these practices into their classroom instruction and management. If a specific problem or issues arises, classroom teachers have resources to extract potential solutions. Additionally, they receive training either in teacher education or staff development to work with diverse students. Language acquisition may be a part of that staff development. While the classroom teachers receive specialized training to help them handle the challenges presented by non-English language students and diverse learners, physical education teachers have not been trained or prepared for meeting the needs of Limited English Proficiency (LEP) children or diverse learners enrolled in their classrooms. In particular, physical education teachers do not receive much, if any, instruction or staff development, language acquisition and best practices of LEP students presented by Cummins or Krashen. Understanding the language stages that an LEP student moves through can assist the physical education teacher in planning successful outcomes both in physical education and in the academic performance of the LEP student. Increasingly, physical education teachers express frustration and hindrance when teaching LEP students and are looking for guidance. Most physical education teachers feel they are a dumping ground for students and do not have any comprehension of the role they play for the LEP's language acquisition.

The most current and successful model for LEP students is called Sheltered Instruction. In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school

classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model (Echevarria et al., 2008).

Sheltered Instruction Observation Protocol (SIOP) is a tool for observing and quantifying a teacher's implementation of quality sheltered instruction. The SIOP Model is not another "add on" program but rather it is a framework that can bring together instructional programs by organizing methods and techniques, and ensuring that effective practices are implemented. The framework is based on current knowledge and research-based practices for promoting learning with LEP students. Critical features of high quality instruction for LEP students are embedded within the SIOP Model but are relevant for all students. It provides concrete examples of the features of sheltered instruction that can enhance and expand any teachers' instructional practice. The protocol is composed of 30 items grouped into 8 main sections. These sections are based upon the best knowledge of Krashen and Cummins' research. SIOP is a model of teaching for LEP students to help them move through Cummins' Four Quadrants as specified in this review. While designed for LEP students, many schools in NC are training all teachers in SIOP as a strategy of effective teaching for all students in the class.

SIOP was developed through a study funded by the Office of Educational Research and Improvement in 1996 to the National Center for Research on Education, Diversity and Excellence. Over time, SIOP has become the leading strategy for training teachers who teach LEP students and assist them in the learning of the English language. Most SIOP trainers suggest beginning SIOP users working on only one component of

SIOP at a time. Much of the SIOP model is easily adaptable of physical education content.

In conclusion, the Limited English Proficiency population is rapidly growing in the United States and students enrolled in North Carolina schools reflect this national trend. Educators are confronted with more and more students in their classrooms where English is not the primary language in the household. This provides a unique set of challenges and opportunities for teachers. Understanding the stages of learning for LEP students and how to guide them through a specific content is difficult. Teachers will need to have some understanding of LEP learners as described by both Krashen and Cummins.

#### Needs Assessment for Teaching LEP Students

In preparation for the current study, a review of literature identified research-based best practices for instruction for LEP students in the classroom. A needs assessment was then created for central office and school level responses on availability of LEP resources for physical education and the importance of these resources were examined through a pilot study. Healthful Living Coordinators (HLC) and English as a Second Language Teachers (ESL) were surveyed and compared. HL and ESL coordinators were chosen due to their role in the school staff development for physical education teachers and their role in teaching LEP students.

The instruments used in the pilot survey (Ballard & Gill, 2007a) were prepared after reviewing the research literature on LEP students and best practices research. Although literature was found on best practices in literacy for LEP students, it pertained mainly to elementary teaching in regular education classrooms. No research was found

on quality physical education programs and LEP students. To locate relevant research and literature the following databases and references were used:

- NASPE Papers/ Journals
- ERIC;
- EBSCOhost;
- Centers for Research in Education;
- Reading Publications, i.e. Reading Teacher, Reading Research Quarterly, TESOL;
- Doctoral dissertations;
- Laboratories for research in education;
- Attendance at national and local LEP related education conferences;
- Personal correspondence with prominent theorists/ educators in the field of language acquisition; LEP students; and physical education
- Handbooks on teaching, multicultural education, and reading;
- Centers for Educational Statistics;
- Google Scholar and ;
- PsychInfo.

When searching databases, key word identifiers (which varied depending on the database) were used. Generally, the following key words, or a combination of these words, were used in this research review:

- English Language Learners
- language minorities

- LEP in physical education
- ELL in physical education
- limited English proficient
- bilingual
- bilingual education
- teacher preparation programs LEP
- best practices for English Language Learners in PE
- best practices LEP
- best practices in PE
- survey in PE
- teacher perceptions in PE
- LEP survey

### **Needs Assessment for Teaching LEP Students in Physical Education**

SAPEN was originally developed and validated by Sherrill and Megginson (1984) for adapted physical education. The items in the needs assessment include two sets of Likert-type ratings of the statements to determine what is in existence and what should exist. Because the focus is on change and not simply data collection, the main comparison is the difference between actual and desired conditions (Sherrill & Megginson, 1984).

For the pilot study with Coordinators, the survey was further reduced to 15 items with some language changes to develop a needs assessment for LEP students in physical education (Ballard & Gill, 2007b). A copy for the Needs Assessment for LEP Students in

Physical Education (NALEPSPE) survey is located in Appendix A. The Needs Assessment for LEP Students in PE (NALEPSPE) was administered to 10 Healthful Living coordinators and 20 ESL coordinators at statewide meetings. Feedback was utilized to assure the language and intent reflected the intended purposes. Following minor revisions, the NALEPSPE was administered to 50 Healthful Living (HL) Coordinators and 30 English as a Second Language (ESL) Coordinators, who rated the services and programs in place in their school district for teaching LEP students. Coordinators were attending statewide update meetings for North Carolina Department of Public Instruction when they were asked to anonymously take the survey. Coordinators had 15 minutes to complete the survey. Through the LEP coordinators, we were able to tap into successful North Carolina strategies and perceived needs for LEP students as it relates to physical education. Additionally, through the HL coordinator who provides staff development for the physical education teachers, we were able to tap into resources and needs for staff development. The survey also included demographic information (occupation, where they work, and number of year's experience) as well as open-ended questions asking respondents to describe effective strategies when working with LEP students. Because coordinators were surveyed during a statewide meeting, the sample was diverse and reflective of the makeup of North Carolina Public Schools. The meeting included school district representatives from various sizes, both urban and rural school districts, and districts from all levels of wealth and demographics.

Coordinators were asked about the services that “now” exist and those that “should” exist in their school or school system. The respondents had a scale of 1 to 6 with

1 indicating they completely disagreed and 6 that they completely agreed with the services were in place or should exist. Findings from the pilot survey include the following:

1. LEP (46%) and HL Coordinators (60%) completely disagreed that a curriculum manual describing PE instruction and services for LEP was in place and available.
2. Interestingly, about half (46%) of the LEP coordinators reported that the LEP students were receiving “comparable” physical education instruction and attention to non-LEP students, but most (73%) the HL Coordinator reported they receive the same physical education.
3. Most (67%) HL coordinators were not sure about the PE teachers’ knowledge of cultural differences while most (67%) ESL coordinators felt the PE teachers do not know enough about LEP students.
4. When asked if the physical education teachers had cultural competence and knowledge to teach LEP students, slightly over 50% of both ESL and HL Coordinators disagreed.
5. Most ESL (67%) and HL coordinators (64%) agreed that Administrators understand what physical education teachers need to teach LEP students.
6. A Personal Education Plan (PEP) can be used to assist or modify instruction to teach LEP students. However, coordinators did not agree that their PE classes were based on LEP students’ PEP.



7. When asked if the PE teachers know the English Language levels of proficiency for their LEP students, both the HL Coordinators and the ESL Coordinators were divided on their answers.
8. On all of the questions, both the HL Coordinator and the ESL Coordinators completely agreed that the items were important.

The respondents were also asked to provide information on what was needed to provide physical education for LEP students; what topics would be most important in college physical education preparation programs; and what physical education in-service training would be most beneficial regarding LEP students.' Coordinators indicated great need for diversity training for the physical education teachers. Resources are also needed, such as translation of documents or translators in class. Complete results from the pilot study may be found in Appendix B, including descriptive information from the survey ratings and lists of themes and responses from the open-ended items.

The review of literature and the pilot survey results were shared with Physical Education Teacher Educator professionals at two conferences (Ballard & Gill, 2007a, 2007b). Feedback from these sessions provided encouragement and suggestions for continuing research, and potential impact of this research. For example, it was suggested that the survey be provided to teachers and possibly students. This is an excellent suggestion for gaining further information on the needs of teachers and LEP students in physical education, and one that will be incorporated into the current study.

This provides the base for the current study of investigating needs, best practices, and challenges in physical education with limited English speaking students in North Carolina.

### **CHAPTER III**

### **METHODOLOGY**

The purpose of this study is to identify the needs and challenges for physical educators who teach Limited English Proficient (LEP) students in the state of North Carolina, and to begin to develop a teaching model to address those needs and challenges in physical education classes. The specific goals of this study are as follows.

1. Identify needs and challenges in teaching LEP students in physical education.
2. Enhance awareness, knowledge and skills for teaching LEP students in physical education.
3. Develop a teaching model, guidelines, strategies and/or sample lessons for physical education teachers who teach LEP students across North Carolina.

#### **Study Design**

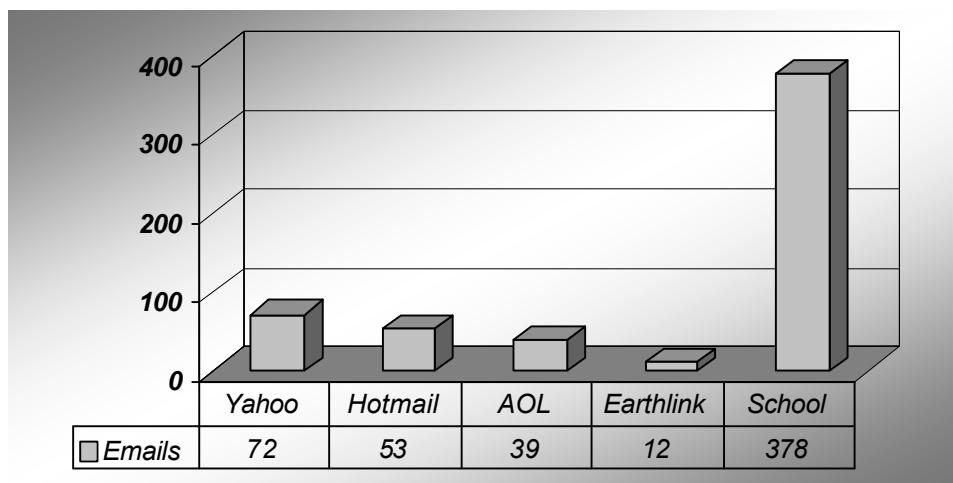
The study was developed with 2 phases and 2 separate surveys. One part involved a statewide online survey of physical education teachers through the North Carolina Department of Public Instruction voluntary list serve networks. The statewide online survey included the Needs Assessment for LEP Students in Physical Education (NALEPSPE) used in the pilot study and Multicultural Awareness, Knowledge, and Skill Survey for Teachers (MAKSS-T).

The other sample here was a purposive selection of 22 physical education teachers who took part in a 2-hour workshop. The workshop participants also completed the same

NALSPSPE and MAKSS surveys as the statewide before the workshop. Workshop participants additionally completed a pre, post and follow-up MAKSS survey along with a workshop evaluation. The workshop focused on sharing of information, strategies and the development of lessons for teaching LEP students in North Carolina physical education programs and at the end of the workshop, participants were asked to use the lessons in their home schools. Two weeks later, participants were asked to complete a follow-up online survey with the MAKSS-T and feedback on the guidelines. Participants offered feedback on the SIOP PE model.

### **Participants**

- a. Participants for the statewide online survey were selected from the NC DPI listserv. There were 628 potential PE email addresses to respond to the survey from the listserv. A letter went out on the list serve to invite PE teachers in NC with 4 or more years of experience to complete the survey. There were 115 total responses on the survey. However; company emails, administrators, teachers from other states, private school teachers, teachers with less than 3 years experience, and incomplete surveys were all excluded. Therefore, eighty-four (84) total North Carolina teachers completely responded to the online survey. The low response rate determined there would be no generalizations regarding North Carolina needs for Teaching LEP students in PE or regarding the multicultural awareness, knowledge, or skills for LEP students.



**Figure 2. *Emails***

- b. Workshop survey participants. The purposive sampling of teachers for the workshop was based on several criteria. All were attending the Spring Physical Education Leadership Training (SPELT) held in April 2008 in Black Mountain, North Carolina. All workshop participants had 4 or more years of elementary or secondary experience teaching physical education full time in North Carolina public schools, and were members of NC Alliance of Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD) to ensure that they had sufficient experience teaching in North Carolina to actively contribute to the workshop. Participants were from school districts with varying populations of LEP students to ensure a broad array of experience with LEP students and issues. Finally, they were selected based on geography to be representative of the state.

## Measures

In both the statewide online survey and the workshop, two surveys were used, the NALEPSE, which assesses needs, and the MAKSS, which assesses multicultural skills, knowledge and awareness. In addition to those two measures, which are described below, participants provided demographic information at the beginning of the NALEPSE, and answered open-ended items on best practices in PE for LEP students. Also, workshop participants completed an evaluation of the workshop and follow up assessments with the MAKSS and their use of workshop lessons in their home schools.

### *Needs Assessment for LEP Students in Physical Education Survey (NALEPSPE)*

In order to capture the needs of teachers, a validated Survey of Adapted Physical Education Needs (SAPEN) was edited and used to gather data. The SAPEN was originally developed and validated by Sherrill and Megginson (1984) for adapted physical education and can easily be modified for non-English speaking students. The items in the needs assessment include two sets of Likert-type ratings of the statements to determine what is in existence and what should exist. Because the focus is on change and not simply data collection, the main comparison is the difference between actual and desired conditions (Sherrill & Megginson, 1984).

SAPEN represents a viable approach to determine the needs of Adapted Physical Education teachers in all sizes of school districts. East Carolina University's Adapted Physical Education program under the direction of Dr. Jim Decker adapted the SAPEN form to a manageable 25-question format. Through personal conversation and a face-to-face meeting with Dr. Decker, the East Carolina adapted version of the SAPEN was used

as the starting base to create a survey instrument for the pilot study. For the pilot study with Coordinators, the survey was further reduced to 15 items with some language changes to develop a needs assessment for LEP students in physical education (Ballard & Gill, 2007b). A copy for the Needs Assessment for LEP Students in Physical Education (NALEPSPE) survey is located in Appendix A.

Both statewide survey participants and workshop participants completed the NALEPSPE survey of personal items, 15 rating items, and open-ended questions. The NALESPE was the same survey used in the pilot study, which asks teachers to rate the services that “now” exist and those that “should” exist for LEP students. Participants’ responses, along with the pilot data from coordinators will be used to establish priorities of needs for teaching LEP students in NC.

In addition to 15 rated items in the first section, personal information items, language proficiency, and rural/urban/suburban school demographic data were also collected. The second section of the survey contained a 1-6 rating of items, which were perceived to be in place and/ or were important to be in place. The third section included open-ended questions and rating possible teacher preparation courses, which would be of benefit to PE teachers. Finally, participants completed open-ended questions including best practices, needs, barriers and any other comments. (See appendix A for complete survey and all demographic items).

### ***Multicultural Awareness-Knowledge-Skills Survey (MAKSS-Form T)***

Both statewide survey and workshop participants also completed the teacher’s form of the Multicultural Awareness-Knowledge-Skills Survey (D’Andrea, Daniels, &

Noonan, 2003) to determine awareness, knowledge and skill change in teaching multicultural students. D'Andrea and colleagues have done extensive work on multicultural competencies with counselors and educators, and the measure is widely used in workshops. A slightly modified version of the MAKSS-form T, was used by Gill, Jamieson and Kamphoff (2005) with physical activity professionals. Some of those additional items will be used in this study; and a few added items, which were specifically, referred to teaching LEP students. As D'Andrea et al. (2003) indicate, the measure does not yield total scores, but is primarily used to assess changes.

As D'Andrea and colleagues (2003) report, the teachers' form is intended as a practical tool to aid educators in evaluating their own levels of multicultural competence, and to provide a valid and reliable instrument to evaluate efforts to foster teachers' competence in this area. The 41-item measure contained the same three subscales: Multicultural Awareness, Multicultural Knowledge, and Multicultural Skills.

On the awareness subscale, respondents rate their awareness on nine items using a 4-point scale (1=very limited/strongly disagree, 4=very aware/strongly agree). On the knowledge subscale, respondents rate their understanding of eight terms on a 1-4 scale (1=very limited, 4=very good). For multicultural skills, respondents use the same 4-point scale to rate their skills on 10 items. Items removed were those not specific to LEP students and items in knowledge were limited to those reflective of LEP programs.

Workshop participants completed the MAKSS-T survey prior to the workshop to determine baseline data and also completed the MAKSS-T survey at the end of the workshop. The workshop participants were contacted again with the follow-up



assessment two weeks after the workshop. Two additional questions were added to the post-workshop survey:

1. Please describe any strategies or information you received in the workshop that you can use in your physical education classes; and
2. Describe how you might change your physical education classes based on this workshop.

Similarly, two questions were added to the follow-up survey:

1. Describe what strategies worked and did not work. How would you change them?
2. Please provide any other information that you feel would be helpful to us as we prepare best practices for teaching LEP students in North Carolina.

### ***Workshop Evaluation***

As well as the NALSPE and MALSS, workshop participants completed an evaluation at the end of the workshop to provide feedback on the usefulness of the information and clarity of presentation. The workshop evaluation included sections on the overall workshop, the workshop content, and the workshop concepts/aspects of working with LEP students in PE, and how the training can improve.

### **Procedures for the Statewide Online Survey**

The North Carolina Department of Public Instruction Physical Education listserv directly reaches approximately 800 recipients on the list serve and is often distributed from the listserv recipient to many others physical education teachers within the state. The investigator is the coordinator of the statewide listserv through the role of North

Carolina Physical Education director. Currently, there are Physical Education teachers, administrators, companies, and teachers from other states on the list serve. The listserv is used to communicate to the public issues, grants, policies, and other relevant information for teachers across the state. The survey was only open to North Carolina physical education teachers. Coordinators in North Carolina were asked to share with their list serve or communication method for physical education teachers in their district.

A request for exempt review to the UNC Greensboro Institutional Review Board (IRB) was submitted and approved. Therefore, an Information to Participate in Research letter was sent to the NCPE4Me listserv describing the purpose, description of procedures, risks (none), inconveniences (none), benefits (none), confidentiality, voluntary participation, and a contact for more information (Appendix A).

Those who agreed to participate were directed to a website with the two survey measures. The survey was hosted on Zoomerang.com and participants had a special code for the Zoomerang.com survey to keep responses anonymous.

### **Workshop Design**

The workshop design was based on the literature review, pilot survey findings, and feedback from several teacher educators. Both Krashen and Cumming's theory of language acquisition were greatly considered as a model for teaching LEP students. Therefore, the SIOP model will be used as a teaching model for the teachers who create lesson plans. The 2-hour workshop was designed to provide some basic information (testing awareness, knowledge, and skills) and to collect information from professional physical educators regarding their perceived needs, challenges, and best practices.

***Preparation Information for Workshop***

Adults are unique and different learners than students. Participants were clearly expected to be actively involved in learning and to take responsibility for their own learning. This workshop takes into account that participants have different concerns at different stages in the process of change. Readiness activities or self-diagnosis were included at the beginning of the program to ascertain participants' current skill levels. The content was presented in a variety of modes and through a variety of activities, including opportunities for both individual and whole-group instruction and small-group instruction. The complex knowledge and/or skills were introduced gradually, with the understanding that the more complex the content, the more time is needed to learn and practice it.

The workshop objectives include:

1. Demonstrate personal awareness and understanding related to teaching students from culturally diverse backgrounds as it relates to physical education.
2. Identify legal and /or historical information that creates a positive learning environment for LEP students.
3. Identify best practice strategies that create a positive learning environment for LEP students in physical education.
4. Gain useful concepts and strategies for teaching LEP students in physical education.

5. Identify resources to assist teachers in planning and implementation for LEP students.

### ***The LEP in PE Workshop Outline***

As participants entered the room, they were greeted by the investigator and given the NALEPSPE survey to be completed quietly on their own. The investigator then distributed the MAKSS-T survey and explained the code numbers. Participants then quietly completed the pre-workshop MAKSS-T survey. Following is a detailed outline of the LEP for PE workshop content (see appendix for further resources and information on the content).

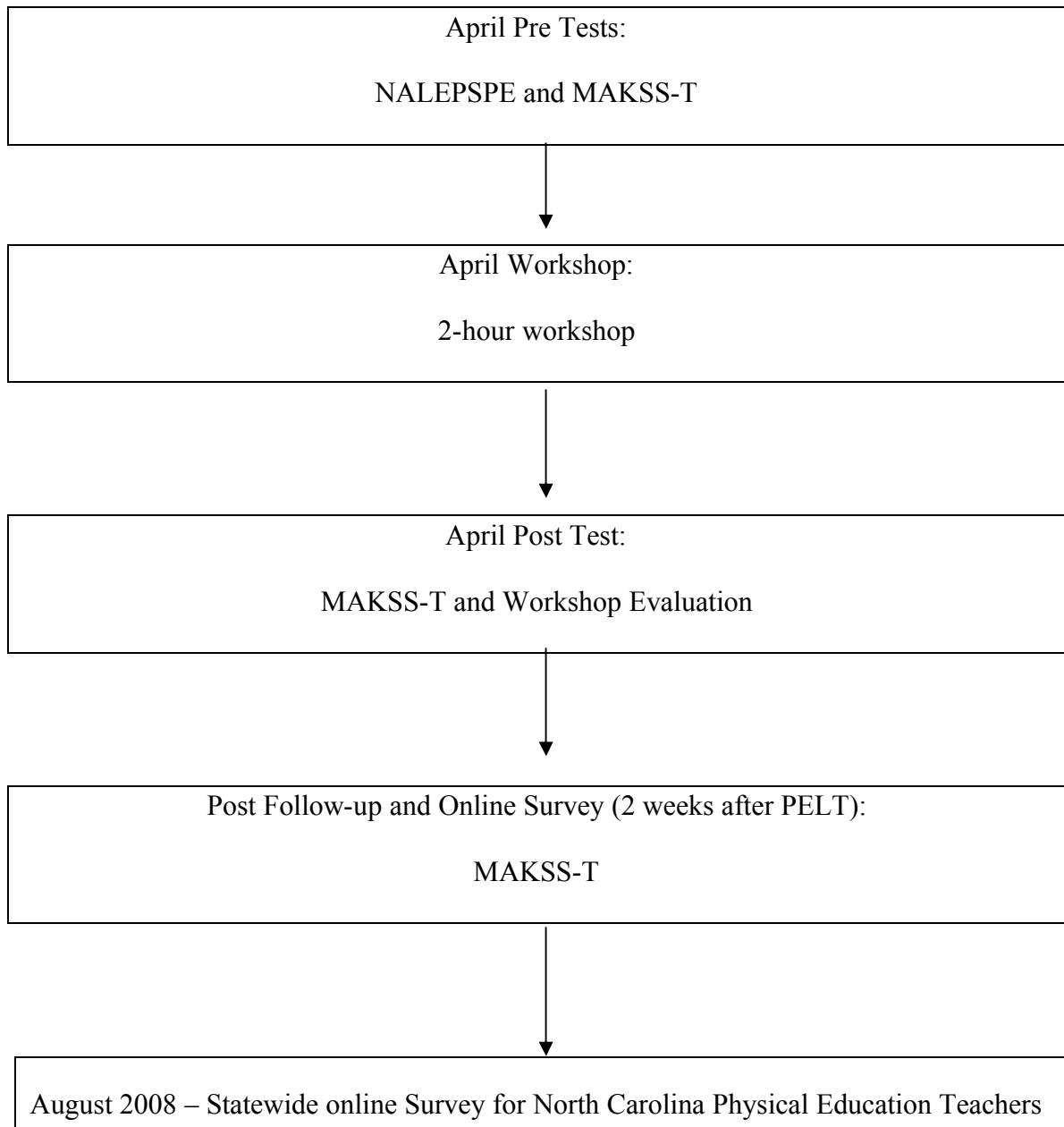
1. Workshop Introductions and Overview
  - a. Review of Objectives/Introductions
    - i. Demonstrate personal awareness and understanding related to teaching students from culturally diverse backgrounds as it relates to physical education.
    - ii. Identify legal and /or historical information that creates a positive learning environment for LEP students.
    - iii. Identify best practice strategies that create a positive learning environment for LEP students in physical education.
    - iv. Gain useful concepts and strategies for teaching LEP students in physical education.
    - v. Identify/ Develop resources to assist teachers in planning and implementation for LEP students.

- b. Establishing definitions for commonality of understanding
    - i. Handout on definitions for PE teachers teaching LEP students.
- 2. Understanding the LEP student
  - a. Background of Teaching LEP students SIOP model
    - i. Review of Framework and Processes
    - ii. Practice of Scaffolding
  - b. Best Practices in physical education
    - i. NASPE Best Practices Documents (Appropriate Practices)
- 3. Teaching Strategies
  - a. Group work (gather all documentation)
    - i. Sharing and Brainstorming activity
      - 1. Grouping
      - 2. Best practices used currently for LEP students in PE
      - 3. What language strategies need to be implemented for LEP students?
    - ii. Develop a lesson following the PE SIOP lesson plan model
- 4. Resources and Closure Activities for follow-up
  - a. Complete MAKSS-T – Post- survey
  - b. Complete Workshop Evaluation
  - c. Provide directions for online survey in two weeks and teaching of the developed lesson (discuss code number and zoomerang, honest responses)
  - d. Place all papers back in brown envelop with your code labeled on the front

- e. Return brown envelop into a box at front

Directions for Follow-up Activities:

1. Within five days, all lessons were typed and emailed to each participant. Once participant's return to school, they implemented at least one of the newly created lessons. (Be sure to make time to discover information regarding the culture of your students and incorporate into your lessons.)
2. After teaching the lesson:
  - a. Teachers made comments/changes to the lesson as soon after the lesson.
  - b. Teachers were asked to remember their code number for the survey
  - c. Teachers were able to answer the following questions:
    - i. Describe how you might change your SIOP physical education lesson for improvement (reflection section).
    - ii. Describe what strategies worked and did not work. How would you change them?
    - iii. Please provide any other information that you feel would be helpful to us as we prepare best practices for teaching LEP students in North Carolina.



**Figure 3. *Evaluation Schedule***

**Table 3. Evaluation Crosswalk**

<b>LIMITED ENGLISH PROFICIENT EVALUATION CROSSWALK</b>	PT2-The Multicultural awareness- knowledge-skills Survey Teachers Online Survey	PT1- Needs Assessment for LEP Students in Physical Education (NALEPSPE)	PT1- The Multicultural awareness- knowledge-skills Survey Teachers pre/post Test	PT1- Workshop Evaluations	PT1-Follow-up Evaluations
<u>I. Study Outcomes</u>					
1. Was awareness of the culture for LEP students increased?	X	X	X		X
2. Was understanding for teaching the LEP students increased?	X		X		X
3. Was awareness of diverse educational issues increased?	X	X	X		X
4. Did participants gain useful concepts and strategies for teaching LEP students in PE;				X	X
5. Did participants introduce new ideas and strategies for teaching LEP students in PE				X	X
6. Were needs identified for teaching LEP students in NC?	X	X	X	X	X
7. Did the workshop presentation broaden views on issues?	X		X	X	X
<u>II. Conference Outcomes</u>					
1. Was the Conference able to generate personal awareness related to teaching students from diverse backgrounds?		X	X	X	X
2. Did participants feel that the conference would influence teacher preparation programs on the issues raised?					X
3. Would participants be able to identify resources for planning lessons for classes with LEP students?				X	X

(X indicates the item is assessed by the data source above)  
(O'Sullivan, 1991)



### **Data Analysis**

The NAPELEP and MAKSS survey scores will be examined with frequencies and descriptive statistics of central tendency (mean) and variability (standard deviation). These data helped establish the priority needs of physical education teachers who teach LEP students in North Carolina. MAKSS-T scores on cultural awareness, skills and knowledge will be processed through SPSS to determine differences in the three times workshop participants took the survey (pre, post, and follow-up). Responses to the open-ended items will be categorized into meaningful categories. Open-ended questions include barriers and best practices for LEP students they are teaching. The raw data will include course content, quality of instruction, learning environment, personal relationships, improvement ideas, and overall satisfaction of the workshop. Such analysis can provide meaning to qualitative data and assure the workshop met its goals.

## **CHAPTER IV**

### **RESULTS**

The first purpose of this study was to identify the needs, challenges and best practices used in the instruction of LEP students in physical education. The study also determined the awareness, knowledge and relevant skill levels of physical education teachers in North Carolina. Finally, the study addressed these needs by developing an appropriate teaching model with instructional strategies / best practices and sample lessons for physical education teachers in North Carolina. The following research questions were presented:

1. What are the current needs, challenges and best practices in teaching LEP students in physical education?
2. How can awareness, knowledge and skills for teaching LEP students in physical education be improved?
3. What teaching model, instructional strategies and sample lessons plans can be developed to help physical educators provide best practices for teaching LEP students in North Carolina?

Both a statewide sample and a smaller selected sample of physical education teachers participated in this study. In the first phase, physical education teachers across North Carolina completed an online survey, which included a needs assessment and an assessment of their multicultural skills, knowledge and awareness. In the second phase, a

selected group of physical education teachers participated in a workshop on physical education for LEP students.

This study was mainly descriptive and used mixed methods. Both samples completed the Multicultural Awareness, Knowledge and Skills Survey (MAKSS), the Needs Assessment for LEP Students in PE (NALEPSPE), and open-ended questions on barriers, challenges and best practices. In addition, the workshop participants also participated in a workshop on LEP students in PE, participated in a follow-up survey to help develop a list of best practices, and developed SIOP PE lesson plans. Participants were asked to provide an evaluation of the workshop for future development.

Following an overview of the demographic characteristics of both groups, the results will be presented in order of the research questions. This includes needs, best practices and challenges, followed by the multicultural awareness, skills, and knowledge results, and then the workshop developed items, evaluation and follow-up results.

### **Sample Profile**

In order to identify the professional needs and best practices in the field of physical education for teaching limited English proficient students, two samples were gathered for the study. Both independent samples were drawn from statewide lists and were representative of the physical educator teachers and programs across the state of North Carolina.

The sample (N=84) for the statewide online survey consisted of physical educators currently teaching with more than three years of teaching experience. An email was sent out from the NC Department of Public of Instruction listserv (ncpe4me) and

forwarded on to other physical educators across North Carolina. There were 628 eligible members on the ncpe4me list serve, and 84 responded providing a 13% response rate. Ineligible members included teachers with less than 3 years of teaching, teachers from out of state, administrators, and vendors.

The sample (N=22) for the workshop consisted of physical educators currently teaching with more than 3 years of teaching experience. More specifically, the workshop targeted teachers with various levels of experience teaching LEP students, who were members of NC Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD), and attending the Spring Physical Education Leadership Training (SPELT) in Black Mountain, April 2008. Up to an additional 5 hours were offered to the workshop group to complete the training and follow-up.

The two samples were not necessarily representative of physical education teachers in North Carolina. Rather, the samples were selected to investigate what caring professionals in North Carolina know or perceive about the needs and best practices for teaching LEP students in physical education. The workshop group was designed to have experienced teachers who teach LEP students and can provide information on best practices.

The following tables profile the workshop and the statewide listserv samples. The NC Department of Public Instruction reports the number of physical education teachers across the state, which is detailed in the last column. The sample for this study was drawn from the North Carolina data set. While there is a slightly higher percentage of male than female teachers in North Carolina, both samples were predominantly white women with

more than 10 years experience. The race/ethnicity distribution in the sample was similar to the distribution in the state.

**Table 4. *Sample Demographic Profile***

Physical Educators	Statewide N = 84 (%)	Workshop N = 22 (%)	North Carolina N = 5,826 (%)
Gender			
Male	20 (23)	2 (9)	3,226 (55)
Female	64 (76)	20 (90)	2,600 (45)
Ethnicity			
White	69 (76)	17 (77)	4,963 (85)
African American	11 (13)	1 (.05)	695 (12)
Hispanic	1 (.01)	0 (0)	33 (.005)
Native American	2 (.02)	2 (.09)	61 (.01)
Other	1 (.01)	1 (.04)	36 (.006)
No Ethnicity Selected*	0 (0)	0 (0)	38 (.007)*

\* At the State Department of Public Instruction, this information is optional and therefore may have some data missing from the count in the NC data set.

The statewide and workshop samples had about 25% of the participants with 4-10 years experience. The two groups varied (statewide 32%, workshop 18%) with participants having over 10 years of experience. Most (statewide 40%, workshop 60%) participants in both groups had over 20 years of experience.

**Table 5. *Profile of Sample—Grade Levels of Teaching***

Grade Levels of Teachers	Statewide N (%)	Workshop N (%)
K- 5th grades	37 (44)	14 (63)
6th-8th grades	26 (31)	6 (27)
9th-12th grades	13 (15)	3 (14)
Other	8 (10)	2 (1)

\* Note that the total numbers may be greater than the sample size due to the various combinations in levels the physical educator teaches.

**Table 6. *Profile of Sample—Number of Years of Teaching Experience***

# of years of teaching experience	Statewide N (%)	Workshop N (%)
4-10	23 (27)	5 (23)
11-20	27 (32)	4 (18)
21 and more	34 (40)	13 (60)

Both groups were asked if they had any proficiency in a language other than English. The large majority (83% statewide and 60% workshop) stated no, while 17% and 40% respectively, said yes. The languages that were spoken collectively included Spanish (18), French (2), Portuguese (1), Dutch (1) and Sign (1). Of this group, only 3 people rated themselves as very proficient, 8, somewhat proficient, and 13 not very proficient.

**Table 7. Profile of Sample—Foreign Language Proficiency**

Do you have?		
	Q6: Statewide	Q6: Workshop
Yes	14 (17%)	9 (40)
No	79 (83%)	13 (60)
If yes, which language(s)?		
Q6a Statewide	Q6a Workshop	
Spanish (13) French (1) Sign (1)	Spanish (5)* Portuguese (1) Dutch (1)* French (1)*	
Level of Proficiency	Q6b: Statewide N (%)	Q6b: Workshop N (%)
Very proficient	2 (11)	1 (.04)
Somewhat proficient	8 (44)	0 (0)
Not very proficient	8 (44)	5 (23)

\* Two or more languages

### ***School/Community Profile Information***

The school/community profiles of the two samples were similar, as shown in the tables with responses to times on community, faculty, student body, and ESL programs. As the table indicates, urban, suburban, rural and small town communities were all represented. Interestingly, the student body was rated as more culturally diverse than the faculty. As the table indicates, most schools (87% statewide, 95% workshop) have ESL/LEP programs.

**Table 8. *Community***

Please indicate which one(s) best describe your community.	Q8 Statewide N (%)	Q7 Workshop N (%)
Urban	24 (29)	4(18)
Suburban	21 (25)	5(23)
Rural	19 (23)	7(32)
Small town	20 (24)	6(27)

**Table 9. *Faculty***

How culturally diverse is the faculty at your school?	Q9 Statewide N (%)	Q8 Workshop N (%)
Very diverse	10 (12)	3(14)
Somewhat diverse	39 (46)	7(32)
Not very diverse	35 (42)	12(55)

**Table 10. *Student Body***

How culturally diverse is the student body at your school?	Q10 Statewide N (%)	Q9 Workshop N (%)
Very diverse	23 (27)	4(18)
Somewhat diverse	45 (54)	13(59)
Not very diverse	16 (19)	5(23)



**Table 11. *LEP/ESL Programs***

Do you have LEP/ESL program at your school?	Q11 Statewide N (%)	Q10 Workshop N (%)
Yes	73 (87)	21(95)
No	11 (13)	1(.05)

### **Question One Results (Needs)**

What are the current needs, challenges and best practices in teaching LEP students in physical education?

Both the statewide and workshop groups completed the NALEPSPE survey as a needs assessment. The results showed that few resources for teaching LEP students were in place and most felt they should be in place. The only items that were reported as “in place” very often by both samples were licensed PE teacher (Q55) and ESL specialist (Q 52). No other items had mean ratings over 4 on the 6-point scale. The lowest in place ratings in both samples were for regular LEP in-service training (Q 54) and program resources (Q 59). However, both of these items had high ratings for “should be in place” suggesting the participants see these, and most other items as clear needs. The top 5 most items reported that “should be” in place by the statewide group are:

1. Having licensed physical education teachers (M=5.60; SD= .808)
2. ESL and PE working together cooperatively (M=5.33; SD=.936)
3. Having at least 1 ESL teacher (M=5.44; SD= .949)
4. PE teachers knowing language proficiencies (M= 5.43; SD=.948)
5. Regular teacher in-service trainings (M=5.07; SD=1.23)

**Table 12. *Statewide Needs Assessment from Survey***

In Place Now		Statewide Needs Assessment from Survey*	Should be in Place	
Mean	SD		Mean	SD
3.32	1.607	Q51. ESL educators and physical educators work together cooperatively	5.33	.936
4.71	1.494	Q52. At least one ESL specialist full-time	5.44	.949
3.31	1.489	Q53. Teachers have cultural competencies and knowledge	5.15	1.103
2.50	1.675	Q54. Regular LEP in-service training session	5.07	1.230
5.26	1.054	Q55. Licensed physical education teachers	5.60	.808
3.51	1.711	Q56. Administrator understanding	5.29	1.082
3.30	1.755	Q57. Programming is based on students' personal education programs (PEPs)	5.23	1.079
3.94	1.593	Q58. Effective screening program	5.49	.976
3.08	1.507	Q59. Program resources	5.35	1.092
3.51	1.594	Q60. PE teachers know the language proficiency levels	5.43	.948
3.46	1.718	Q61. Translators/ interpreters are available	5.42	1.132

\*The range of the survey was 1-6 with 6 being strongly agree.

The majority of those surveyed mostly disagreed that they had regular training for teaching LEP students, yet it was the lowest ranking item on the survey for “should be in place.”

**Table 13. *Workshop***

In Place Now		Workshop Needs Assessment from Survey *	Should be in Place	
Mean	SD		Mean	SD
2.77	1.631	Q11. ESL educators and physical educators work together cooperatively	5.00	1.234
4.27	2.164	Q12. At least one ESL specialist full-time	5.45	1.143
2.82	1.435	Q13. Teachers have cultural competencies and knowledge	5.27	1.120
1.77	1.270	Q14. Regular LEP in-service training session	5.14	1.283
5.32	1.211	Q15. Licensed physical education teachers	5.64	1.093
3.18	1.708	Q16. Administrator understanding	5.36	1.329
2.41	1.403	Q17. Programming is based on students' personal education programs (PEPs)	4.73	1.667
3.64	1.620	Q18. Effective screening program	5.14	1.283
2.73	1.723	Q19. Program resources	5.09	1.269
3.23	1.716	Q20. PE teachers know the language proficiency levels	5.14	1.424
3.82	1.651	Q21. Translators/ interpreters are available	5.41	1.260

\*The range of the survey was 1-6 with 6 being strongly agreed.

The top 5 most items reported “should be” in place by the workshop group are:

1. Having licensed physical education teachers (M=5.64; SD=1.09)
2. Have cultural competencies and knowledge (M=5.27; SD =1.12)
3. Having at least 1 ESL teacher (M=5.45 SD= 1.1)
4. Regular teacher in-service trainings (M=1.77; SD=1.2)
5. Having translators (M= 5.41 SD=1.3)

Regular teacher in-service trainings appear to be the greatest need in place for the workshop group ( $M=1.77$ ;  $SD=1.2$ ). Moreover, the workshop group data show what should be in place is certified physical education teachers ( $M=5.64$ ;  $SD=1.09$ ), having an ESL Teacher ( $M=5.45$   $SD= 1.1$ ), and having translators ( $M= 5.41$   $SD=1.3$ ). Both cited as having licensed physical education teachers at the top “should be in place” item. Having the ESL and PE teachers working together and having at least 1 ESL teacher were the only other two needs which both groups ranked as important. The areas of knowing the proficiency levels (S2), providing translators (W5), and physical education teachers having competencies and knowledge (W2) for LEP students all received top ratings in one of the two groups.<sup>#</sup>

Statewide in-service:

- Disagreed that they had regular training for teaching LEP students “in place” ( $M=2.50$ ;  $SD=1.675$ )
- The lowest ranking item on the survey for “should be in place” was in-service training ( $M=5.07$ ;  $SD=1.23$ )

Workshop in-service:

- Disagreed that they had regular training for teaching LEP students “in place” ( $M= 1.77$ ;  $SD=1.27$ )
- Ranked fourth in “should be in place” ( $M=5.14$ ;  $SD=1.283$ )

---

<sup>#</sup> S=Statewide and W=Workshop number represents the ranking (S2)=Statewide ranked 2<sup>nd</sup>.

In the next part of the survey, participants were asked to check all of the answers participants indicated the needs recommended for inclusion into physical education teacher education programs. Table 14 provides information.

**Table 14. *Identifying Needs for Teacher Education***

Identified needs	Q63 n(%) Statewide	Q23 n(%) Workshop
Strategies to provide faster development of the learner's language skills	65(77)	15(68)
Stronger knowledge on the theoretical framework of second language acquisition and processing	41(49)	14(64)
Evaluation of instructional materials	28(33)	11(50)
Learning a second language	31(37)	10(46)
Organization and curriculum development for LEP students	54(64)	8(36)
Assessment of the abilities of speakers of other languages	39(46)	5(23)
Other (please specify)	7(8)	1(.04)

As Table 14 shows, two main items rise to the top of the list as the greatest need for teacher education. The first identified need was for more strategies to provide faster development of the learner's language skills (77% statewide, 68% workshop).

Furthermore, both groups reported strongly that teacher education programs should provide stronger focus of knowledge on the theoretical framework of second language acquisition and processing (S=49%, W=64%). Other checked items varied including: teach cultural diversity and how to understand culture; developing word walls, labeling;

special classes for LEP students each day; LEP strategies specifically for physical education; provide materials, assist in locating resources; PE specific materials meet student needs; SIOP lessons include English language goals. The workshop group also identified the need for more workshops and more communication skills and resources through teacher education programs.

***Critical Need Results—Statewide Open-Ended***

The statewide responses to the open-ended item on needs of teachers were copied from the Zoomerang website into a word document list. Then the list was printed, cut into strips, and spread out on a large surface. The researcher placed similar areas together to create common themes: Communication (27), Staff Development (22), Working Relationship with ESL teacher (13), Resources (11), Environment (3), and a category for Other (5) remarks.

Communication included help with communicating and ways of communicating. Subcategories within Communication included the need for learning languages (5), building vocabulary ideas (1) and translators (18).

Staff development (22) responses varied on training for communication (1), creating lesson plans (1), and training in best practices for teaching LEP students (12).

Working relationship with the ESL teacher (13) included a better understanding of proficiency (6), background information on students and how much English they may understand (3), basic understanding of their needs (2), and which students are LEP (1).

Resources (11) included a variety of responses from developing handouts, and items for labeling purposes (3) to having money for spare shoes and clothes for some students (2).

Finally, environment (3) contained items regarding a patient, smiling, and comfortable environment as well as smaller classes to participate. There was a category for other (5) remarks that did not fit any particular theme, such as I have everything I need, I do not have any LEP students at this time (1), and unsure (1). A complete list of open-ended responses is located in the Appendix E.

### ***Critical Need Results—Workshop Open Ended***

The workshop open-ended findings (Q 22) related to teacher needs were separated into three common themes: communication (15), strategies (8), and other (3).

Communication included basic communication skills and tools (5), translators (4) and translated resources such as dictionaries, word walls, and pictures (4) and the teacher taking Spanish lessons (1).

Strategies (8) included best practices (4), finding background information on the student (1), in-service (3), positive role modeling and demonstration (2), and parental involvement (2).

Finally, there was a category of other (3) which included the need for more ESL teachers (1), the need for students to understand (1), and to have students in class rather than being pulled out for other things (1).

### ***Barriers and Challenges***

Participants from both groups were so close on their answers for barriers and challenges data were combined for analysis. The language barrier (21) was the biggest challenge including student (3) and staff communication (18). The challenges were even greater when the LEP student was also exceptional children or hearing impaired (1). The staff communication (18) included the physical education teacher not knowing the proficiency level of the student (3), if there were understanding of the PE concept (5), communication among staff and the community or parents (5) and the teacher feeling they needed to learn the languages of the students (1).

Cultural issues (11) were a common barrier or challenge for physical education teachers working with LEP students. Dressing out (3), proper footwear (2), and apprehension in a new environment (3) were items that surfaced in item Q22. Resources (5) emerged as the third common theme including the lack of multicultural materials (2) and knowledge of background information (2). One response included physical education being overlooked so often during the school day that resources became limited for all children. Ten responses (10) indicated they did not have barriers they knew of (9) or never had barriers (1).

### **Question Two Results (Multicultural)**

How can awareness, knowledge, and skills for teaching LEP students in physical education be improved?

Both the workshop and statewide participants were asked to complete the MKASS survey to determine multicultural awareness, knowledge, and skills. The



workshop group completed the survey before and after the workshop. Additionally, they were asked to complete the survey again two weeks after the workshop.

**Table 15. *Multicultural Knowledge Responses: Statewide Survey***

Item	Mean	SD
Q12: understanding how your cultural background has influenced the way you think and act	3.42	.680
Q13: understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds	3.33	.766
Q14: level of awareness regarding different cultural institutions and systems	2.98	.821
Q15: being able to accurately compare your own cultural perspective with that of a person from another culture	2.95	.775
Q16: distinguish intentional from accidental communication signals in a multicultural classroom situation	2.73	.855
Q17: ambiguity and stress often result from multicultural situations	3.14	.469
Q18: teachers need to change content and the way they handle this content	3.18	.495
Q19: relativity in terms of the goals, objectives, and methods of working with culturally different students and their families?	2.75	.742
Q20: understanding of the cultural background and needs of LEP students?	2.69	.776

**Table 16. *Multicultural Awareness Responses: Statewide Participants***

Item	M	SD
Q21: Understanding of Culture	3.02	.711
Q22: Understanding of Ethnicity	3.01	.736
Q23: Understanding of Mainstreaming	3.29	.632
Q24: Understanding of Prejudice	3.44	.546
Q25: Understanding of Multicultural Education	3.01	.752
Q26: Understanding of ESL	2.92	.839
Q27: Understanding of SIOP	1.96	.911
Q28: Your understanding of LEP	2.56	.883

**Table 17. *Multicultural Skills Responses: Statewide Participants***

Item	Mean	SD
Q29: effectively assess the needs of students and their families from a cultural background different from your own	2.74	.730
Q30: distinguish formal and informal teaching strategies	3.06	.683
Q31: effectively deal with biases, discrimination, and prejudices	3.06	.750
Q32: accurately identify culturally biased assumptions	2.87	.788
Q33: discuss the role method and context as they relate to teaching	2.74	.852
Q34: accurately articulate a student's behavioral problem	2.76	.670
Q35: analyze a culture into its component parts	2.38	.727
Q36: identify the strengths and weaknesses of standardized tests	2.20	.788
Q37: to critique multicultural research	2.10	.801

**Table 17—Continued**

Item	Mean	SD
Q38: provide appropriate educational services to culturally different students and their families	2.75	.692
Q39: consult with another professional	3.10	.754
Q40: secure information and resources to better serve culturally different students	2.87	.757
Q41: assess the behavioral and educational needs of female students	3.25	.557
Q42: assess the behavioral and educational needs of male students	3.15	.570
Q43: assess the behavioral and educational needs of older students	2.96	.685
Q44: assess the behavioral and educational needs of boys who may be homosexual	2.61	.892
Q45: assess the behavioral and educational needs of girls who may be lesbians	2.61	.865
Q46: assess the behavioral and educational needs of students with mental health disorders	2.71	.769
Q47: assess the behavioral and educational needs of students with physical disabilities	3.14	.747
Q48: assess the behavioral and educational needs of students who come from very poor socioeconomic backgrounds	3.21	.603
Q49: assess the behavioral and educational needs of LEP students	2.69	.676
Q50: teach LEP students in PE	3.06	.700

***Pre-Post-Follow-up Comparisons on Survey MAKSS Scores***

Workshop participants completed the MAKSS both at the beginning and end of the workshop, allowing a comparison of pre and post scores. Workshop participants were also asked to complete the MAKSS again with the follow-up assessment. However, only

11 of the 22 participants completed the follow up survey. The pre-post workshop comparisons are presented first, and then the pre-post-follow-up comparisons are presented for those who completed all assessments.

### ***Pre-Post Workshop Comparisons***

The General Linear model procedure of SPSS (v. 16) was used to run MANOVA analyses to compare the pre-post multicultural awareness, knowledge and skill items. The awareness overall multivariate F was significant,  $F(9, 13) = 3.15, p < .05$ . Univariate pre-post differences for awareness were significant for items 3, 5, 6, 7, 8, 9 (see Table 18).

**Table 18. MAKSS Awareness Workshop Items Pre and Post**

Multicultural Awareness Subscale Item	MAS PRE Mean	MAS PRE SD	MAS POST Mean	MAS POST SD	t value
Q1	3.23	.813	3.50	.673	-1.821
Q2	3.23	.752	3.41	.590	-1.283
Q3	2.27	.827	3.00	.756	-4.446 **
Q4	2.64	.727	2.86	.710	-1.555
Q5	2.32	.716	2.77	.528	-2.664 *
Q6	3.14	.640	3.45	.510	-2.309 *
Q7	3.23	.429	3.59	.503	-3.464 **
Q8	2.41	.796	2.77	.685	-2.160 *
Q9	2.36	.658	2.77	.429	-2.881 **

Note. \*  $p < .05$ ; \*\*  $p < .01$

The multivariate difference for knowledge was significant,  $F(8, 14) = 8.26$ ,  $p < .001$ , and univariate pre-post differences were significant for items 5,6,7,8 (see Table 19). No MANOVA was run pre-post in the skills area because of the small  $n$  (22) and the 23 items.

**Table 19. MAKSS Knowledge Items Pre and Post**

Multicultural Knowledge Subscale Item	MKS PRE Mean	MKS PRE SD	MKS POST Mean	MKS POST SD	t values
Q1	2.95	.653	3.27	.631	-1.779
Q2	2.86	.710	3.14	.834	-1.547
Q3	3.23	.528	3.32	.477	-.810
Q4	3.41	.590	3.41	.503	.000
Q5	2.68	.568	3.23	.612	-5.020 **
Q6	2.95	.785	3.32	.477	-2.347 **
Q7	1.59	.666	3.14	.774	-7.531 *
Q8	2.18	.795	3.32	.646	-5.665 **

Note. \*  $p < .05$ ; \*\*  $p < .01$

However, as Table 20 shows, nearly all univariate pre-post comparisons were significant and many very strong. Only items 4 and 7 were not significant, and Q23 has the strongest effect (added LEP item). The mean scores for each item on the MAKSS are presented in tables 18, 19, and 20 with results of paired t-tests.

**Table 20. MAKSS Skills Items**

Multicultural Skills Subscale Item	MSS PRE Mean	MSS PRE SD	MSS POST Mean	MSS POST SD	t value
Q1	2.59	.734	3.23	.528	-4.537 **
Q2	2.36	.727	2.82	.664	-2.887 **
Q3	2.64	.727	2.91	.610	-2.806 *
Q4	2.64	.658	2.91	.610	-1.821
Q5	2.45	.596	3.00	.690	-3.464 **
Q6	2.73	.631	3.05	.575	-2.628 *
Q7	2.45	.596	2.68	.568	-1.742
Q8	2.14	.560	2.55	.596	-2.614 *
Q9	2.05	.486	2.64	.581	-3.775 **
Q10	1.86	.560	2.50	.598	-4.537 **
Q11	2.18	.664	3.05	.486	-5.231 **
Q12	2.91	.684	3.32	.568	-2.614 *
Q13	2.45	.596	3.14	.560	-4.101 **
Q14	3.05	.575	3.27	.456	-2.485 *
Q15	2.73	.550	3.09	.526	-3.464 **
Q16	2.45	.800	2.73	.550	-2.324 *
Q17	2.32	.780	2.68	.716	-2.935 **
Q18	2.27	.827	2.64	.727	-2.592 *
Q19	2.23	.685	2.64	.581	-2.881 **
Q20	2.86	.710	3.23	.528	-3.464 **
Q21	2.91	.610	3.27	.550	-3.464 **
Q22	2.45	.671	2.95	.653	-2.730 *
Q23	1.59	.734	3.14	.560	-9.815 **

Generally, participants increased on their ratings of multicultural awareness, knowledge and skills from pre to post, and the most noticeable increases were on the items most directly related to LEP students (awareness Q9, knowledge Q6, Q7, Q8, skills Q22, Q23).

As Tables 18 and 19 show, scores for all nine awareness items increased, and t-values were statistically significant for all but items 1, 2 and 4. Similarly, scores on knowledge items increased, and those most directly related to LEP students (Q 22-Q23) were statistically significant. Scores on skill items increased; nearly all were statistically significant, with the greatest increase on the most directly relevant item (Q23) on teaching LEP students in PE.

#### ***Pre-Post-Followup Comparisons on MAKSS Ratings***

The general linear model procedure of SPSS (v 16) was used to compare scores across the three time measurements (pre, post, followup) for those who completed all three measures. Tables with the mean and standard deviation (SD) for the three times for each item are given in the tables. In general, ratings that had increased from pre to post regressed to the follow up level. Given the small number ( $n=11$ ), multivariate tests were not calculated and few univariate differences were statistically significant, although the pattern was the same for pre-post differences as with all 22 participants, and the pattern of decreases at follow up was consistent for most items. For the Awareness items, only items Q7 and Q3 showed significant ( $p < .05$ ) differences across time. With the eight knowledge items, only items Q1, Q7 and Q8 resulted in significant differences. With the skills scale, items Q9, Q13 and Q23 showed significant differences at the  $p < .05$  level. On the items most directly related to teaching LEP students, follow-up scores dropped

slightly from post-workshop scores, but still remained much higher than pre-workshop scores.

***Multicultural Awareness Subscale (MAS)***

**Table 21. Pre-Post-Follow up for MAKSS Awareness**

Item (UnivariateF)	Pre M	Pre SD	Post M	Post SD	Follow up M	Follow-up SD
Q1	3.45	.688	3.64	.505	3.18	.603
Q2	3.45	.688	3.55	.522	3.36	.674
Q3 (F= 6.64)**	2.36	.809	3.27	.647	3.00	.632
Q4	2.82	.603	3.18	.751	3.09	.539
Q5	2.36	.674	2.91	.539	2.64	.505
Q6	3.18	.751	3.55	.522	3.36	.505
Q7 (F=6.74)**	3.27	.467	3.73	.467	3.18	.603
Q8	2.55	.820	3.00	.775	2.91	.302
Q9	2.55	.688	2.91	.302	3.00	.632

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$



**Table 22. Pre-Post-Follow up for MAKSS Knowledge**

Item and (Univariate F)	Pre M	Pre SD	Post M	Post SD	Follow up M	Follow-up SD
Q1	3.00	.632	3.36	.674	2.91	.701
Q2	3.00	.632	3.27	1.009	2.91	.831
Q3 (F= 5.71) *	3.27	.467	3.45	.522	2.73	.647
Q4	3.45	.522	3.45	.522	3.45	.522
Q5	2.82	.603	3.18	.751	3.09	.539
Q6	3.09	.539	3.36	.505	3.00	.632
Q7 (F= 28.90) ***	1.55	.522	3.09	.831	2.73	.786
Q8 (F= 18.79)***	1.91	.701	3.36	.674	2.91	.701

\* p&lt;.05

\*\* p &lt;.01

\*\*\* p&lt;.001

Multivariant F (16, 26) = 5.88, p&lt;.001

**Table 23. Pre-Post-Follow up for MAKSS Skills**

Item and (UnivariateF)	Pre MSS M	Pre MSS SD	Post MSS M	Post MSS SD	FU MSS M	FU MSS SD
Q1 (F= 5.69) *	2.90	.568	3.40	.516	2.80	.422
Q 2	2.70	.675	3.00	.816	2.50	.527
Q 3	2.70	.823	3.10	.738	3.00	.000
Q 4	2.70	.483	2.80	.632	3.10	.738
Q 5	2.60	.699	3.10	.876	3.00	.667
Q 6	2.70	.823	3.10	.738	2.60	.516
Q 7	2.60	.699	2.70	.675	2.90	.316
Q 8	2.30	.483	2.60	.699	2.40	.699
Q 9 (F- 3.58) *	2.00	.471	2.70	.675	2.40	.699

**Table 23—Continued**

Item and (UnivariateF)	Pre MSS M	Pre MSS SD	Post MSS M	Post MSS SD	FU MSS M	FU MSS SD
Q10	1.90	.568	2.50	.707	2.40	.699
Q11	2.30	.675	3.10	.568	2.50	.707
Q12	2.90	.738	3.60	.516	3.10	.568
Q13 (F-6.95)**	2.50	.707	3.40	.699	2.90	.316
Q14	3.10	.738	3.40	.516	3.10	.568
Q15	2.90	.568	3.20	.422	2.90	.876
Q16	2.50	.972	2.90	.568	2.70	.483
Q17	2.50	.850	2.80	.789	2.70	.675
Q18	2.60	.843	2.80	.789	2.60	.699
Q19	2.30	.823	2.60	.699	2.70	.483
Q20	3.10	.738	3.50	.527	3.10	.568
Q21	3.10	.568	3.50	.527	3.20	.422
Q22	2.50	.707	3.20	.789	2.90	.568
Q23 (F16.82)***	1.80	.919	3.40	.516	3.20	.422

\* =  $p < .05$

\*\* =  $p < .01$

\*\*\* =  $p < .001$

### **Question Three Results (Teaching Model)**

Finally, the researcher studied teaching models, instructional strategies and sample lessons as best practices with LEP students in North Carolina. No studies were located that provided a research based teaching model for teaching physical education to LEP students. Responses to the statewide question (Q25) to list best practices resulted in the following themes and suggestions.

### ***Best Practices***

Statewide open-ended best practices were divided into two main categories, strategies and resources. Strategies had several sub categories: demonstration with buddy system (43), teaching methods (24) visual aids (15) and other remarks (10). The teaching strategies that were most commonly mentioned were:

- Provide a learning buddy or mentor for demonstration and assistance (43);
- Involve parents and community members;
- Teaching methods (24), including repetition, consistency of instruction and gestures, visual aids (15) and planning with others such as the ESL teacher (8).
- Three responses mentioned that SIOP training would be a best practice they use for teaching LEP students in PE.

A complete list of responses is located in Appendix F.

The workshop group had two opportunities to provide best practices information. First, participants responded to the question as part of their needs assessment survey at the beginning of the workshop. Following are the results of their best practices.

- Word/ picture/visual cues (12)
- Partner work (12)
- Demonstration (8)
- Translators (5)
- Friendly environment (smile, friendly, patient) (2)
- Communicate in their language (1)

- Use of notes for tests (1)
- Get knowledge of their culture (1)
- Cooperation with ESL teacher (1)

The workshop group was also asked to participate in small groups and brainstorm best practices for working with LEP students as part of the workshop after the lecture.

The following list was a collaborative effort of the 22 workshop members to develop a list of best practices for teaching LEP students in physical education:

- Use consistent and established routines
- Post objectives in alternate language
- Use language dictionaries
- Use peer translators when available or partner with someone else who speaks some of the language
- Electronic Translators (best to purchase one which is specific to only 2 languages – too many languages limits vocabulary)
- Pantomime /Demonstration when possible
- Learn and speak as much as you can of their language
- Create word walls, use of pictures/ posters
- Use partnering and the buddy system
- Use flash cards when you can
- Resource teachers/ ESL/ Translator
- Taking workshops to understand conversational Spanish
- Create a positive environment

- Create a culture festival
- Develop some signals/ sign language
- Use the computer to convert languages for resources
- Be aware of the proximity of students to teacher

In summary, best practices for teaching physical education with LEP students included:

- Make translation opportunities available
- Create a buddy system for students
- Partner with ESL teacher
- Create communication systems
- Stay in close proximity of LEP students
- Use consistent and established routine

Workshop participants were then asked to create SIOP PE lessons in groups for elementary, middle, and high school. The SIOP model is currently being used across the country as a means for development of lessons in any classroom to effectively teach LEP students. The model is untested in the physical education classroom; however, the strategies and formatting can be easily adapted. The researcher developed the SIOP-PE teaching model by studying the teaching models, instructional strategies, and sample lessons. The workshop group formed teams to develop SIOP-PE lessons to reflect the training they had received on the same day. The researcher typed up the lessons and immediately emailed them to the workshop teams. Each workshop participant was asked to try the lessons and provide feedback on how the lessons worked or may need to be changed. Only six of the 22 participants responded to the feedback when prompted by

email with specific questions. Feedback responses on the lessons are listed in the Appendix K. Suggested changes included: learn how to say the words “throw” and “point” in other languages, display pictures with the English words, “throw” and “point,” use groups of two so students can see how others throw. Following is a summary of the best practice feedback:

- Providing a learning buddy or mentor for demonstration and assistance of skills or use other visual aids before introducing a new concept or skill (5);
- Obtaining background information about language and culture helped (5).
- Have key words/ phrases/ pictures posted in two languages (4);
- Use repetition and be consistent maybe using hand signals (3).
- Opportunities for students to hear and practice language in context with others helped. This may best be done in stations at first with a buddy or mentor (2).
- Categorize words and ideas for them with the help of their ESL Teachers (1).
- Provide opportunities (like games) for students to learn and respond to the usual directions, for example, “raise your hand” or “get into squads” (1);

### ***Workshop Evaluations***

Overall, the workshop ratings were very good. On a scale of 1-5 with 5 being the highest, the lowest score was a 4.3 on the learning environment, and most felt it was too cold. The workshop participants were asked to evaluate the workshop organization, course content, and the training methods.

In the content and organization, the participants evaluated the course content, quality of instruction, the learning environment, and overall level of satisfaction of the

workshop. In the workshop content section, participants evaluated teaching sections of the workshop which included, review of definitions, background on LEP students, the future of LEP students in PE, best practices in physical education, best practices in LEP, and researched teaching strategies for teaching LEP students. Finally, students were asked to evaluate the training method of the trainer. The researcher used a variety of teaching methods including, lecture, small group work, and audio-visual slides.

**Table 24. *Workshop Evaluation Ratings***

Item	Mean	SD
Course Content	4.64	.581
Quality of Instruction	4.77	.528
Learning Environment	4.27	.883
Overall Level of Satisfaction with Workshop	4.59	.796
Workshop Content: Definitions	4.73	.550
Workshop Content: Background on LEP	4.59	.666
Workshop Content: Future of LEP in PE	4.77	.528
Workshop Content: Best Practices in PE	4.73	.456
Workshop Content: Best Practices in LEP	4.59	.590
Workshop Content: Teaching Strategies	4.55	.596
Training Methods: Lectures	4.64	.581
Training Methods: Small group	4.73	.456
Training Methods: Slides	4.77	.528

### **Other Final Comments**

The final question for both the statewide and workshop groups provided space to add any other comments regarding the provision of physical education for children who are limited in their English language. Ten representative comments are listed below from both groups. A complete list of final comments can be found in Appendix I.

- I have access to parent liaison services and our ESL/LEP teachers are wonderful and help me develop parent involvement. Clear expectations help all do better in class, so a little effort to make things clear to both parents and students goes a long way.
- Having the ability to communicate with them has helped but I have yet to see anything other than Hispanics in my class. I feel I would need a translator because there is so much technique involved in weight training.
- I need to be able to speak their language in order to effectively teach these students.
- Lack of appropriate resources for various ages, gender and language!
- We need to help to teach these students not only in physical education but in health education also.
- Teachers should be provided with staff development opportunities that teach multiple second language basic communication skills for the ever-changing instructional environment.



- It has been my experience, that when the teacher extends him/herself to use the student's native language, a mutual bond of trust and familiarity develop to allow for more meaningful conversation.
- We are behind in this country in fully accommodating and educating our LEP students and training our teachers.
- Teaching LEP students have made me a better teacher and person.
- They miss your class because of limited English and needed extra help to learn the language.

### **Summary of Results**

Overall, indicators were highest for the need of resources and training to teach physical education to LEP students. Results of the needs survey were similar to those with the pilot sample of coordinators, and teachers rated their multicultural knowledge, skills and awareness at low-middle range levels. Multicultural awareness, knowledge and skills ratings were increased after participants completed a workshop on teaching LEP students. Participants rated the workshop helpful, and participants stated in both the statewide survey and workshop provided several statements related to their viewpoints on best practices for teaching LEP students in PE.

Conclusions from the findings of the three research questions are presented in Chapter V with related implications of the findings for practice.

## **CHAPTER V**

### **CONCLUSIONS**

This study examined the needs, resources and multicultural competencies and suggested best practices from the view point of the physical education teachers to gain insight and provide a base for future research and improved programs in teaching LEP students in physical education. The major findings suggested that physical educators who participated in this study recognized the lack of in-service to assist them with teaching non-English speaking students, recognized their levels of awareness regarding LEP students, and unanimously ranked the need for teacher education programs to provide strategies that assist the development of the learner's language skills through physical education as a number one priority in teacher education.

An extensive review of the literature revealed separate best practices for teaching LEP students in the classroom setting and best practices for the physical education setting. However, there were no research-based best practices/strategies uncovered in the review for working with LEP student in physical education classes. Given the growing population of non-English speaking students, the body of knowledge for physical activity as it relates to health, and the growing research connecting academic performance with healthy students, the importance of best practices in a quality physical education program has never been clearer. In order to create a more healthy society, all students must

understand and possess the concepts, skills, and knowledge to be healthy citizens in our state.

### **Findings**

The sample groups were mostly composed of early educators, teaching in elementary schools. This may be due to the coaching responsibilities of the secondary educators. Additionally, the highest number of responses came from the white females with 21 years of experience or more, even though there are more male physical education teachers than female across the state. One potential reason may be the number of men coaching in the public schools and attending coaches' clinics rather than being involved in staff development opportunities and statewide initiatives.

The communities of the sample were varied and represented the state. However, statewide (42%) and workshop (55%) participants reported that their school faculty was not very diverse and the student body was somewhat diverse (54%, 59%, respectively). Additionally, the statewide (87%) and workshop (95%) groups reported their schools had an ESL program. This provides a resource in most schools across North Carolina.

Moreover, 8 of the 22 members of the workshop group reported some ability to speak another language even though only one felt proficient. The select workshop group also spoke more languages overall than the statewide group. This points out that the selected teachers for the workshop group were seeking best practices and resources to teach their students. These are evidenced by their attendance at statewide professional workshop, membership in the professional state NCAAHPERD organization, and having at least some proficiency in a second language. Verbal comments provided throughout

the best practices workshop indicate that at least four teachers felt the need to learn beginning Spanish as a means to communicate with LEP students in physical education.

The preliminary data in this study suggest that teacher training and resources are needed in order to help our NC Physical Educators provide appropriate teaching strategies, which best determine LEP learning. The findings related to the research questions addressed in this study are presented and implications follow.

### **Research Question One**

What are the current needs, challenges and best practices in teaching LEP students in physical education?

Results from the needs surveys were similar to those with the pilot sample of coordinators, indicating that few resources are in place, but many are needed. Both the statewide and workshop groups were very similar in their ranking of needs in place and should be in place. Overall, the needs assessment survey suggested that having licensed physical educators; ESL teachers' translation services in place were the most desired items that should be in place.

Unsurprisingly, in-service for LEP students ranked similarly for both the workshop and statewide groups as the item that was least in place. Ironically, while in-service is a very important component of continuing the teacher license, staying updated on best practices and for personal growth, both groups had in-service for LEP students as one of the lowest ranking items that should be in place. Furthermore, the survey results indicated the following should be in place: certified physical education teachers, ESL teacher, and translation opportunities. Additionally, when participants were asked to rank

the greatest needs for physical education teacher education programs, the groups agreed on the top answers that follow:

1. Strategies to provide faster development of the foreign language skills.
2. Stronger knowledge on the theoretical framework of second language acquisition and processing.

While there is no real explanation for this, it does suggest that teacher education programs may need to provide more information and resources to address teaching the LEP students in the physical education teacher education programs. Resources are clearly in place once teachers have an understanding of working with LEP students by having an ESL teacher in the school setting for translation and planning.

### ***Implications for Research Question One***

By establishing the need for a statewide analysis to determine North Carolina's needs and challenges for physical educators teaching LEP students, the Department of Public Instruction can further determine the need to create and provide resources to these teachers. Through the development of common best practices, physical educators can learn strategically how to better serve the LEP populations in their school. Teachers must have the resources available and barriers removed in order to address the health issues for LEP students in physical education.

Additionally, there are no tools to effectively assess the needs of a physical education class other than SAPEN. This study allowed the pilot of a needs assessment for physical education as it relates to LEP students.

### **Research Question Two**

How can awareness, knowledge and skills for teaching LEP students in physical education be improved?

The scores for nearly all multicultural awareness items increased and none decreased between time 1 and time 2, from pre to post workshop. Most scores then decreased between post to follow-up at time 2 and time 3. For this sample, the cultural awareness scores increased significantly immediately following the workshop, but returned to pre-workshop levels after a period of two weeks. Additionally, the mean scores for multicultural knowledge items also increased between time 1 and time 2, yet most knowledge items decreased between time 2 and time 3.

Finally, the mean scores for multicultural skills items increased between time 1 and time 2 and also decreased between time 2 and time 3. However, multicultural skills scores remained high on items specifically related to teaching LEP students. The results indicate that staff development/ training can enhance teacher skill, knowledge, and awareness for teaching LEP students in physical education.

### ***Implications for Research Question Two***

By beginning to create the awareness of effectively teaching LEP students in physical education, teachers can build an appropriate learning environment. The MAKSS-T is a tool to measure teachers' multicultural awareness, skills and knowledge. By creating this baseline of information, the researcher can make a case for funding a larger study that could then focus on resources and training to enhance skills and knowledge for working with LEP students in physical education classes across North

Carolina. Additionally, the need to investigate the needs for teacher preparation programs needs to be further studied having impact on all teachers in public schools.

### **Research Question Three**

What teaching model, instructional strategies and sample lessons plans can be developed to help physical educators provide best practices for teaching LEP students in North Carolina?

SIOP is the premier teaching prototype for LEP students in regular education classes. This systematic method teaches classroom teachers to prepare lessons for effectively teaching LEP students in their class. This model incorporates finding key vocabulary, important cultural background on the student and lesson, as well as supplementary materials for teachers to use. In this study, the workshop group prepared four SIOP PE lesson plans based on the information they had learned from the workshop. Participants were to take the lessons home and provide feedback. Overall, the lessons went very well. The only two clear pieces of feedback that pertained to the SIOP PE lesson plan were to include a section to discuss previous learning and a section for a step-by-step instruction with activities.

### ***Implications of Research Question Three***

North Carolina is under great change at the time of this study to prepare all students for the 21<sup>st</sup> Century. Schools have training in SIOP for regular education classes, yet there are no modifications for a SIOP PE lesson plan. The SIOP PE model developed in this study has the potential to be included in SIOP trainings across North Carolina. As these trainings take place, physical educators will become more aware of the

multicultural needs for their students and the NC Department of Public Instruction will be able to provide lessons plans, initial best practice ideas, and online staff development to increase skills and knowledge for teaching LEP students.

Providing lessons, best practices, and resources for teachers can enhance the quality of learning for LEP students not only in physical education but also throughout the school. By communicating with the ESL teacher, an infrastructure is being built to assist the LEP student to be successful in the public school system. Additionally, the health of many LEP students is poor. By providing a quality physical education program to the LEP students, there is potential for improvement in our obesity epidemic.

#### Limitations of the Study

There were several limitations of this study including the lack of research to draw from or test. While there are some best practices for physical education and some for teaching LEP students, there is a shallow body of knowledge on how the two work together. Assumptions needed to be made for this study, and these assumptions also created limitations. For example, due to the need to find teachers who taught LEP students, who wanted to learn more, who also cared and tried to teach these students to the best of their ability, and understood quality physical education, the sample participants were selective. Furthermore, teacher expectations may have played a very large role in who selected to participate in learning more about LEP students.

Another limitation could have been the investigator's role in sending emails on a regular basis from the NCPE4Me listserv; some listserv members may not have opened the email until after the deadline even with three reminders. Some of the emails may have



been blocked from local schools security, and some could have tried to respond, but were unfamiliar with using a computer survey.

### **Workshop Discussion**

The selected group of physical education teachers who participated in a workshop on physical education for LEP students completed the same assessments as the statewide group. The workshop was scheduled during a meeting that was currently taking place to reach teaching professionals. Because this study was designed for gathering baseline information, teaching professionals were a key component to help develop best practices and lesson plans for working with LEP students. Finally, the workshop group also engaged the development of best practices and strategies for teaching physical education with LEP students. The workshop participants also develop lesson plans, which incorporated the strategies they had learned or created.

Overall, the workshop ratings were very good. The trainer used a variety of teaching methods including lecture, small group work, and audio-visual slides. Multicultural skills and knowledge increased significantly with the workshop participants. One personal comment worth noting was from a physical educator who had been trained by her school in SIOP. However, after the workshop, the participant expressed that it was not until the workshop that she truly understood the translation for what SIOP meant to her in physical education. Therefore, two recommended next steps include providing translation sessions for SIOP PE and to having the developed SIOP PE lessons studied further and tested for effectiveness.

### **Recommendations for Further Study**

Teacher expectation is a critical next step when trying to identify best practices, needs and challenges for teaching LEP students in physical education. By creating awareness, we can begin to uncover bias that teachers may have for LEP students. Furthermore, it would be important in a larger study to know the teacher expectations of the LEP students.

The best practices of physical educators developed for this study are similar to best practices in the research and identified for classroom teachers. It was common to provide buddy systems, routines, and visual aids in all classes, which teach LEP students. However, the physical educators also added the practices of creating a positive environment and taking a more personal approach in learning some basic communication skills in the language of the student. This study also suggests that working with the ESL teachers to better understand the level of proficiency and basic teacher strategies for that level would be helpful.

Therefore, another recommended follow-up step would be to create focus groups to define the initial best practices in greater detail. Another follow-up step, which needs to take place, would be to pilot and test the best practices for effectiveness. While there has been extensive research on best practices in physical education and best practices for LEP in the classroom, there has been no research to connect the two. This study solidifies the need for further research in this area.

Several best practices originated from the research and practices of both classroom and physical education teachers. The most common practice working with

LEP students was the buddy system or peer partners. While this is a noteworthy approach to engage LEPs in activity and increase learning, there could be a downside if not properly executed. For example, most students have not been trained to work with non-English speaking students and can become frustrated. Teachers should have some protocol to choose the student to match with the LEP student, and students should be interested in participating as partners. If neither student in a match pair understands the concept, skill or knowledge that is being practiced, neither student may benefit. Matching the LEP in the buddy system is extremely important and deserves further study.

Furthermore, all of the developed best practices in this study for LEP students in physical education need to be studied in the physical education setting. This study would further advance the strategies teachers may need to help choose the correct students for a buddy system and when to try a different strategy.

### **Conclusions**

Both English speaking and non-English speaking North Carolina children need to develop healthy lifestyles. This study was conducted with the belief that quality physical education can enhance the quality of life as children grow into adults. A quality physical education program can provide students with the concepts, skills and knowledge to live an active and healthy life for all children (e.g., exceptional children, LEP). However, the concern of truly educating LEP students in physical education is growing.

To establish the essential needs and challenges for teaching LEPs and to develop a best practices model for teaching LEP students in physical education, this study indicated the need to further study this issue in North Carolina. This study helped to

provide preliminary data for the need to develop continuing programs and resources to help all physical education teachers who teach Limited English Proficient students.

### **Overall Recommendations for Future**

It is recommended that future study of LEP needs in public schools use the NALEPSPE tool with larger samples. Data from this study can be used to create categories for questions and to further investigate the open-ended results.

Additionally, there needs to be further study on the impact of LEP students in physical education for English-speaking students. While this study focused on LEP students, best practices such as using the buddy system may have impact on the English-speaking student. Further research also needs to be done on the SIOP PE lesson plan model. SIOP training is being conducted throughout North Carolina, and physical education teachers need to have some interpretation as to how to translate the SIOP model in physical education.

Finally, there needs to be a much deeper investigation into teacher preparation programs and how they prepare teachers for working with LEP students. While some schools feel they are already covering this area, we need to help them translate courses into content areas as well as investigate teaching strategies and best practices for teacher preparation programs as well as K-12.

Removing barriers for physical educators to teach LEP students and providing them with the resources they need could have a huge impact on the health of LEP students in our state. The recommendations provided should be explored and expanded from this initial study to improve teaching of physical education for LEP students.

## REFERENCES

- Adams, E., Sewell, D. T., & Hall, H. C. (2004). Cultural pluralism and diversity: Issues important to family and consumer sciences education. *Journal of Family and Consumer Sciences Education*, 22(1), 17-28.
- American School In Japan (ASIJ). (n. d.). *Elementary School: Research*. [Online]. Retrieved July 10, 2004, from <http://www.asij.ac.jp/elementary/parent/mosaic/Research.htm>.
- Anderson, L., & Krathwohl, D. (2001). *Taxonomy for learning, teaching, and assessing, A: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman.
- Ballard, K., & Gill, D. (2007a). *Challenges on teaching limited english proficient students*. Presented at the Historic Traditions & Future Directions in Research on Teaching & Teacher Education in Physical Education (PETE) Conference.
- Ballard, K., & Gill, D. (2007b). *Town meeting - building research collaboration with diverse communities*. Diversity in Physical Activity and Health: Measurement and Research Issues and Challenges. Presented at the Cooper Institute 2007 Scientific Conference.
- Ballard, K., & Howard-Vital, M. (2005). *North Carolina State Board of Education Ad Hoc Committee on Physical Education*. North Carolina State Board of Education, Raleigh, NC: Department of Public Instruction.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Blaydes-Madigan, J. (n. d.). *Advocacy: A case for daily quality physical education*. [Online]. Retrieved July 10, 2004, from <http://www.actionbasedlearning.com/cgi-bin/article01.pl>.
- Butler, J. (1992, March). *School improvement research series*. [Online]. Retrieved November 23, 2007, from Staff Development Web site: <http://www.nwrel.org/scpd/sirs/6/cu12.html>.

- Clair, N. (n. d.). Teaching educators about language: Principles, structures, and challenges. Center for Applied Linguistics. [Online]. Retrieved July 10, 2007, from <http://www.cal.org/resources/digest/0008teaching.html>.
- Cooper, H. (1979). Pygmalion grows up: A model for teacher expectation communication and performance influence. *Review of Educational Research*, 49(3), 389-410.
- Crawford, J. (1999). Rethinking schools online. [Online]. Retrieved November 23, 2005, from Does Bilingual Ed Work? Web site: [http://www.rethinkingschools.org/special\\_reports/bilingual/biside.shtml](http://www.rethinkingschools.org/special_reports/bilingual/biside.shtml)
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, England: Multilingual Matters.
- Cummins, J., & Swain, M. (1986). *Bilingualism in Education*. London: Longman.
- Curtin, E. A. (2005a). Instructional styles used by regular classroom teachers while teaching recently mainstreamed ESL students: Six urban middle school teachers in Texas share their experiences and perceptions. *Multicultural Education*, 12(4), 36-42.
- Curtin, E. A. (2005b). Teaching practices for ESL students. *Multicultural Education*, 12(3), 22-27.
- D'Andrea, M., Daniels, J., & Noonan, M. J. (2003). New developments in the assessment of multicultural competence: The Multicultural Awareness-Knowledge-Skills Survey—Teachers Form. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek (Eds.), *Handbook of multicultural counseling & psychology* (pp. 154-167). Thousand Oaks, CA: Sage.
- Dake, J. A., Price, J. H., & Telljohann, S. K. (2003). The nature and extent of bullying at school. *Journal of School Health*, 73(5), 173-180.
- Denzin, N., & Lincoln, Y. S. (2000). *Introduction: Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.
- Dewey, J. D. (1999). Reviewing the relationship between school factors and substance use for elementary, middle, and high school students. *The Journal of Primary Prevention*, 19(3), 177-225.
- Dong, Yu Ren. (2007). Learning to think English. *Educational Leadership*, 64, 22-26.
- Dunkle, M. C., & Nash, M. A. (1991). *Beyond the health room*. Washington, DC: Council of Chief State School Officers, Resource Center on Educational Equity.

- Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP Model* (3rd ed.). Columbus, OH: Pearson.
- Eggers-Pierola, C. (2002). *Connections and commitments: A Latino-based framework for early childhood educators*. Newton, MA: Education Development Center.
- Ellickson, P. L., Tucker, J. S., & Klein, D. J. (2003). Ten-year prospective study of public health problems associated with early drinking. *Pediatrics*, 111(5 Pt 1), 949–955.
- Erickson, L. (2006). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press.
- Fowler, F. J. (1995). *Improving survey questions*. Thousand Oaks, CA: SAGE Publications.
- Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). *English learners in California schools: Unequal resources, unequal outcomes*. Educational Policy Analysis Archives.
- Gill, D. L., Jamieson, K. M., & Kamphoff, C. (2005). *Final report: Promoting cultural competence among physical activity professionals*. American Association of University Women Scholar-in-Residence Award, 2003-2004.
- Glakas, B. A., (1993, September). Teaching secondary physical education to ESL students, *Journal of Physical Education, Recreation and Dance*, 64(7), 20-24.
- Graham Doyle, B., & Bramwell, W. (2006, March). Promoting emergent literacy through social-emotional learning through dialogic reading. *The Reading Teacher*. 59(6), 554-564.
- Goulay, L. (2005, July). Directions and indirect action: Learner adaptation of a classroom task. *ELT Journal*, 59(3), 209-216.
- Ibrahim, N., & Penfield, S. (2005). Dynamic diversity: New dimensions in mixed composition classes. *ELT Journal*, 59(3), 217-225.
- Johnson, James, Jr. (2005). *Post – 1990 demographic change in the U. S.: Implications and challenges for North Carolina public schools*. Frank Hawkins Kenan Institute of Private Enterprise, University of North Carolina at Chapel Hill. Presentation for the Health and Wellness Trust Fund Awards Luncheon, May 14, 2008.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.

- Krashen, S. D. (1988). *Second language acquisition and second language learning*. Prentice-Hall International.
- Kolody, B., & Sallis, J. F. (1995). A prospective study of ponderosity, body image, self-concept, and psychological variables in children. *Journal of Developmental and Behavioral Pediatrics, 16*, 1-5.
- Lapp, D., & Flood, J. (1994, November). Are we communicating? Effective instruction for students who are acquiring English as a second language. *The Reading Teacher, 48*(3), 260-264.
- Linclon, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.
- MacGillivray, L., & Rueda, R. (2001). *Listening to inner city teachers of English language learners: Differentiating literacy instruction*. Education Research and Development Centers Program. [Online]. Retrieved December 22, 2007, <http://www.ciera.org/library/archive/2001-05/0105McRued.htm>.
- Mandell, D. J., Hill, S. L., Carter, L., & Brandon, R. N. (2002). *The impact of substance use and violence/delinquency on academic achievement for groups of middle and high school students in Washington*. Seattle, WA: Washington Kids Count, Human Services Policy Center, Evans School of Public Affairs, University of Washington.
- Martinek, T. J. (1981, March). Pygmalion in the gym: A model for the communication of teacher expectations in physical education. *Research Quarterly, 52*(1), 58-67.
- Marzano, R. (2000). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.
- Marzano, R., Gaddy, B., & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: McREL.
- McKenzie, T. L., Sallis, J. F., Kolody, B., & Faucette, N. (1997). Long term effects of a physical education curriculum and staff development program: SPARK. *Research Quarterly for Exercise and Sport, 68*, 280-291.
- McKenzie, T. L., Alcaraz, J. E., Sallis, J. F., & Faucette, F. N. (1998). Effects of a physical education program on children's manipulative skills. *Journal of Teaching in Physical Education, 17*, 327-341.
- Meanery, K. S., & Edwards, R. (1996, March). Enseñanzas en um gimnasio: An investigation of modeling and verbal rehearsal on motor performance of Hispanic



- limited English proficient children. *Research Quarterly for Exercise and Sport*, 67(1), 44-51.
- Miller, P., & Endo, H. (2004, June). Understanding and meeting the needs of ESL students. *Phi Delta Kappa*, 786-791.
- Murray, N. G., Low, B. J., Hollis, C., Cross, A. W., & Davis, S. M. (2007). Coordinated school health programs and academic achievement: A systematic review of the literature. *Journal of School Health*, 77, 589-600.
- The National Association for Sport and Physical Education (NASPE). (2000). *Appropriate Practices for Elementary School Physical Education*. Reston, VA: NASPE.
- NASPE. (2001). *Appropriate Practices for Middle School Physical Education*. Reston, VA: NASPE.
- NASPE. (2003). No Child Left Behind Forum, George Graham Presentation on *Positive Physical Education*. Reston, VA, February 20-21.
- NASPE. (2004). *Appropriate practices for high school physical education*. Reston, VA: NASPE.
- North Carolina Department of Public Instruction (NCDPI). (n. d.). *Quick Facts*. [Online]. Retrieved March 2, 2004, from <http://www.ncpublicschools.org/Quickfacts/>.
- NCDPI. (n. d.). Raising achievement and closing gaps. [Online]. Retrieved March 2, 2004, from <http://www.ncpublicschools.org/quickfacts/closegap/>.
- NCDPI. (n. d.). *DPI instructional services: English as a second language*. [Online]. Retrieved October 22, 2007, from <http://community.learnnc.org/dpi/esl>.
- NCDPI. (n. d.). [Online]. Retrieved March 2, 2004, from <http://www.ncpublicschools.org/schoolimprovement/closingthegap/reports/scores/>.
- NCDPI. (n. d.). [Online]. Retrieved April 17, 2008, from <http://disag.ncpublicschools.org/2007/app/disag/disag-public.cgi>.
- NCDPI. (n. d.). State Board of Education Policy entitled, "Healthy Active Children"; HSP-S-000, January 2007.

- North Carolina Professional Teacher Standards Commission. (n. d.). *North Carolina professional teaching standards*. [Online]. Retrieved November 4, 2008, from <http://www.ncpublicschools.org/docs/profdev/guidelines/teachingstandards.pdf>.
- O'Sullivan, R. G. (1990-1991). *Improving evaluation design and use*. *National Forum of Applied Educational Research Journal*, 4(1) 39-52.
- Prochaska, J. J., Sallis, J. F., Slymen, D. J., & McKenzie, T. L. (2003). A longitudinal study of children's enjoyment of physical education. *Pediatric Exercise Science*, 15, 170-178.
- Patterson, N. (2004). *ESL Resources Online: Making Good Connections*. Voices from the Middle. 11, 4, 54-55.
- Rohwer, J., & Wandberg, B. (2005). Improving health education for ELL students in the mainstream classroom. *American Journal of Health Education*. 36(3), 155-160.
- Rubinstein-Avila, E. (2003, January). Facing reality: English language learners in middle school classes. *English Education*, 35(2), 122-136.
- Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of health-related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport*, 70, 127-134.
- Sarrazin, P. (2007). *Self-fulfilling prophecy in physical education*. *Book of Abstracts*. (Ed. Yannis Theodorakis). Halkidiki, Greece: University of Thessaly and the Greek Society of Sport Psychology.
- Schütz, R. S. (n. d.). *Krashen's Theory of Second Language Acquisition*. *English Made in Brazil*. [Online]. Retrieved January 30, 2002, from <http://www.sk.com.br/sk-krash.html>.
- Sellens, B., & St. Claire, H. (March 1996). A comparison of sense of efficacy of mainstreamed teachers of limited English proficient students. *Dissertation, Abstracts, International Section – A: Humanities and Social Sciences*, 56(9-A), 3481.
- Sherrill, C., Cowden, J., & Meggison, N. (1988). *Opinion and attitude assessment: The first step in changing public school service delivery*. Leadership Training in Adapted Physical Education. *Human Kinetics*, 17, 228-255.
- Shephard, R. J. (1996). Habitual physical activity and academic performance. *Nutrition Reviews*, 54(4 Pt 2), S32–S36.

- Shields, K. (2001). *Dissertation, Abstracts, International Section: Humanities and Social Sciences*, 62(2-A), 431.
- Siedentop, D., & Tannehill, D. (2000). *Instruments for assessing teaching effectiveness developing teaching skills in physical education*. Mountain View, CA: Mayfield.
- Smith-Davis, J. (2004, April). The new immigrant students need more than ESL. *The Education Digest*, pp. 21-26.
- Swingle, C. A. (1997). *The relationship between the health of school-age children and learning: implications for schools*. Lansing, MI: Michigan Department of Community Health.
- Thomas, J., & Nelson, J., (2001). *Research methods in physical activity*. Champaign, IL: Human Kinetics.
- Valois, R. F., MacDonald, J. M., Bretous, L., Fischer, M. A., & Drane, J. W. (2002). Risk factors and behaviors associated with adolescent violence and aggression. *American Journal of Health Behavior*, 26(6), 454–464.
- VanTassel-Baska, J. (2007, January). The Center for Comprehensive School Reform and Improvement. *A teacher's guide to differentiating instruction*. [Online]. Retrieved November 23, 2007, from [http://www.centerforcsri.org/index.php?option=com\\_content&task=view&id=412&Itemid=5](http://www.centerforcsri.org/index.php?option=com_content&task=view&id=412&Itemid=5).
- Youth Risk Behavior Survey (YRBS). (2003). [Online]. Retrieved from [http://www.ncpublicschools.org/accountability/evaluation/youth\\_risk\\_behavior/yrbindex.html](http://www.ncpublicschools.org/accountability/evaluation/youth_risk_behavior/yrbindex.html).

## **Appendix A**

### **Information to Participate in Research**

Dear PE List Serve,

Kymm Ballard, a graduate student at the University of North Carolina Greensboro, and her Advisor, Dr. Diane Gill, are conducting a study on cultural awareness and the needs of the state as they relate to teaching LEP students in physical education classes. You are invited to participate in this study because you are on the DPI voluntary listserv.

#### **Purpose**

This study has two objectives:

- To better understand the needs for physical educators to provide a quality physical education program to non-English speaking students.
- To better understand cultural awareness barriers for teaching Limited English Proficient Students in physical Education.

#### **Description of Procedures**

You will receive an email with a link to zoomerang surveys. The online survey will take approximately twenty (20) minutes to complete.

#### **Risks and Inconveniences**

We do not expect that you will encounter any personal risks, costs or benefits because you responded to this questionnaire. Your response is voluntary. We will treat the information that you provide confidentially and securely. Only our project staff will have access to it. Neither you nor your school will ever be identified as the source of specific information. Your survey responses will be kept confidential to the person and only the Local Education Agency (LEA) will be identified. If the length of the interview is

inconvenient for you, you may terminate the interview at any time without any consequence to you.

**Benefits**

Although there is no direct benefit to you for participating in this study, we feel your participation will likely benefit Limited English Proficiency (LEP) students and physical education teachers in the near future.

**Confidentiality**

You should know that the University of North Carolina Greensboro Institutional Review Board (IRB) may inspect study records as part of its auditing program, but these reviews only focus on the researchers and the study, not on your responses or involvement. The IRB is a committee that reviews research studies to make sure that they are safe and that the rights of the participants are protected.

**Voluntary Participation**

Participation is voluntary. You do not have to participate in this study if you do not want to. There are no consequences of any kind if you decide you do not want to participate.

**Questions**

If you have questions about the study, you may direct those to the researcher, (Kymm Ballard, 919-807-3858) or the researcher's advisor/professor, (Diane Gill, 336-334-4683). If you have any questions about your rights as a research participant, you may contact our Institutional Review Board at [ecallen@uncg.edu](mailto:ecallen@uncg.edu) or visit [www.uncg.edu/orc/](http://www.uncg.edu/orc/) for more information.

**By returning a completed survey you are indicating your willingness to participate in this research and that you are 18 years of age or older.**

---

## Appendix B

### Needs Assessment of Limited English Proficient (LEP) Students in Physical Education

Thank you for participating in a needs assessment survey regarding LEP students in physical education classes in your school district. Statements on the survey are directed towards conditions that presently exist or those that you feel should exist.

#### Section A. Personal Information

1. LEA: \_\_\_\_\_
2. Gender \_\_\_\_\_
3. Race/ Ethnicity \_\_\_\_\_
4. Please indicate the grade level grouping you teach most currently
  - K- 5th grades
  - 6th-8th grades
  - 9th-12th grades
5. Number of years of teaching experience
  - 3 years or less
  - 4 - 10 years
  - 11 - 20 years
  - more than 20 years
6. Do you have any proficiency in a language other than English? Yes    No
  - a. If yes, which language(s)? \_\_\_\_\_
  - f. What is your level of proficiency?
 

very proficient
somewhat proficient
not very proficient

#### Section B. School information

Please respond to the following questions by typing at the provided spaces or clicking at the check boxes which best represents your answer.

7. Please indicate which one(s) best describe your community.
 

urban
suburban
rural
small town

8. How culturally diverse is the faculty at your school?  
                   very diverse                   somewhat diverse                   not very diverse
9. How culturally diverse is the student body at your school?  
                   very diverse                   somewhat diverse                   not very diverse
10. Do you have LEP/ESL program at your school?                   Yes    No

### Section 3 NALEPSPE Survey

#### Directions:

- Please circle in the **left-hand column** the number that you feel best represents the services that **now exist** in your school district.
- Then circle the number in the **right-hand column**, which represents your opinion about what your feel **should exist** in your school district.
- In doing so use the following number guide.

6 = Completely Agree                   5 = Mostly Agree                   4 = Slightly Agree

3 = Slightly Disagree                   2 = Mostly Disagree    1 = Completely Disagree

**NOTE: It is important to answer both the left (now exists) and the right (should exist) as accurately as you can. Remember, the highest number means the completely agree and the lowest number reflects the completely disagree. Please circle your correct response on both sides of the chart below.**

6 = Completely Agree		5 = Mostly Agree	4 = Slightly Agree
3 = Slightly Disagree		2 = Mostly Disagree	1 = Completely Disagree
In place		Should be	
6 5 4 3 2 1	11. ESL educators and physical educators work together cooperatively to develop optimum physical education programs for LEP students.	6 5 4 3 2 1	
6 5 4 3 2 1	12. The school district employs at least one ESL specialist full-time to provide assessment and instructional services to district educators.	6 5 4 3 2 1	



<b>6 = Completely Agree</b> <b>3 = Slightly Disagree</b> <b>In place</b>			<b>5 = Mostly Agree</b> <b>2 = Mostly Disagree</b>	<b>4 = Slightly Agree</b> <b>1 = Completely Disagree</b> <b>Should be</b>
6 5 4 3 2 1	13. Teachers of LEP students in physical education have the necessary cultural competencies and knowledge to teach LEP students.	6 5 4 3 2 1		
6 5 4 3 2 1	14. Regular physical education personnel are provided at least one in-service training session each year on LEP students in physical education.	6 5 4 3 2 1		
6 5 4 3 2 1	15. Licensed physical education teachers deliver physical education instruction to LEP students.	6 5 4 3 2 1		
6 5 4 3 2 1	16. Administrators understand the components which physical education specialists should have and know whom to contact for additional assistance and/or in-service training.	6 5 4 3 2 1		
6 5 4 3 2 1	17. Physical education programming is based on the LEP students' personal education programs (PEPs) which include present levels of motor performance, annual goals and short-term objectives/benchmarks.	6 5 4 3 2 1		
6 5 4 3 2 1	18. The school district has an effective screening program for the identification of students with motor, physical, language, and/or other problems, which need special programming in physical education.	6 5 4 3 2 1		
6 5 4 3 2 1	19. Program resources (instructional materials, equipment, and media) are available to physical education teachers for effective physical education for LEP students.	6 5 4 3 2 1		
6 5 4 3 2 1	20. Physical educators know the English language proficiency levels of their students.	6 5 4 3 2 1		
6 5 4 3 2 1	21. Translators/ interpreters are available when PE teachers talk with parents.	6 5 4 3 2 1		

22. What do you need the most in order to provide physical education for LEP students in your district?

---



---



---

23. What type(s) of skills do teacher education programs need to emphasize to better prepare PE teachers to work with LEP/ESL students K-12 in the school systems. Check the appropriate response(s).

- strategies to provide faster development of the learner's language skills (listening, reading, writing and speaking);
- stronger knowledge on the theoretical framework of second language acquisition and processing;
- evaluation of instructional materials;
- learning a second language;
- organization and curriculum development for LEP students;
- assessment of the abilities of speakers of other languages;
- other (please specify)

24. What type(s) of resources would you consider beneficial to the PE teachers in your school? Check the appropriate response(s).

- workshops in English as a Second Language such as SIOP trainings;
- courses in ESL education in an institution of higher learning;
- more information on classroom materials designed for LEP/ESL students;
- guest speakers to talk about ESL education in the various content areas;
- other (please specify)

25. Please list the best practices you provide for your LEP students.

26. Please list the barriers or challenges you find in working with LEP students in PE.

27. Please use the space below to provide any other comments you may have regarding the provision of physical education for children who are limited in their English language.

---

---

---

---

## Appendix C

### The Multicultural Awareness-Knowledge-Skills Survey Teachers Form

This survey is designed to provide information about the needs of teachers and physical activity professionals who are interested in enhancing their effectiveness as multicultural instructors and program leaders. *It is not a test.* No grades or scores will be given and your responses are confidential.

You will find a list of statements and/or questions about a variety of issues related to multicultural teaching. Please read each statement/question carefully. From the available choices, circle the one that best fits your reaction to each statement/question.

#### Multicultural Awareness Subscale (Circle your response for each item)

1. At this point in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way you think and act?  
           Very Limited            Limited            Fairly Aware            Very Aware
  
2. At this point in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?  
           Very Limited            Limited            Fairly Aware            Very Aware
  
3. In general, how would you rate your level of awareness regarding different cultural institutions and systems?  
           Very Limited            Limited            Fairly Aware            Very Aware
  
4. At the present time, how would you generally rate yourself in terms of being able to accurately compare your own cultural perspective with that of a person from another culture?  
           Very Limited            Limited            Good            Very Good
  
5. How well do you think you could distinguish “intentional” from “accidental” communication signals in a multicultural classroom situation?  
           Very Limited            Limited            Good            Very Good
  
6. Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other.  
           Strongly Disagree            Disagree            Agree            Strongly Agree

7. Teachers need to change not just the content of what they think, but also the way they handle this content if they are to accurately account for the complexity in human behavior.

Strongly Disagree      Disagree      Agree      Strongly Agree

8. How would you rate your understanding of the concept of “relativity” in terms of the goals, objectives, and methods of working with culturally different students and their families?

Very Limited      Limited      Good      Very Good

9. At the present time, how would you generally rate your understanding of the cultural background and needs of LEP students?

Very Limited      Limited      Good      Very Good

### **Multicultural Knowledge Subscale**

How would you rate your understanding of the following terms?

1. “Culture”

Very Limited      Limited      Good      Very Good

2. “Ethnicity”

Very Limited      Limited      Good      Very Good

3. “Mainstreaming”

Very Limited      Limited      Good      Very Good

4. “Prejudice”

Very Limited      Limited      Good      Very Good

5. “Multicultural education”

Very Limited      Limited      Good      Very Good

6. “ESL”

Very Limited      Limited      Good      Very Good

7. “SIOP”

Very Limited      Limited      Good      Very Good

8. “LEP”

Very Limited      Limited      Good      Very Good

### **Multicultural Skills Subscale**

1. How would you rate your ability to teach students from a cultural background?  
Very Limited      Limited      Good      Very Good
2. How well would you rate your ability to distinguish “formal” and “informal” teaching strategies?  
Very Limited      Limited      Good      Very Good
3. In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by students and /or their families?  
Very Limited      Limited      Good      Very Good
4. How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?  
Very Limited      Limited      Good      Very Good
5. In general, how would you rate your ability to accurately articulate a student’s behavioral problem when the student is form a cultural group significantly different from your own?  
Very Limited      Limited      Good      Very Good
6. In general, how would you rate your skill level in terms of being able to provide appropriate educational services to culturally different students and their families?  
Very Limited      Limited      Good      Very Good
7. How would you rate your ability to effectively consult with another professional concerning the educational and behavioral needs of students whose cultural background is significantly different from your own?  
Very Limited      Limited      Good      Very Good
8. How would you rate your ability to effectively secure information and resources to better serve culturally different students and their families?  
Very Limited      Limited      Good      Very Good
9. How would you rate your ability to accurately assess the behavioral and educational needs of LEP students?  
Very Limited      Limited      Good      Very Good
10. How would you rate your ability to effectively teach LEP students in PE?  
Very Limited      Limited      Good      Very Good

11. In general, how would you rate your skill level in terms of being able to provide appropriate educational services to culturally different students and their families?

Very Limited      Limited      Good      Very Good

12. How would you rate your ability to effectively consult with another professional concerning the educational and behavioral needs of students whose cultural background is significantly different from your own?

Very Limited      Limited      Good      Very Good

13. How would you rate your ability to effectively secure information and resources to better serve culturally different students and their families?

Very Limited      Limited      Good      Very Good

14. How would you rate your ability to accurately assess the behavioral and educational needs of female students?

Very Limited      Limited      Good      Very Good

15. How would you rate your ability to accurately assess the behavioral and educational needs of male students?

Very Limited      Limited      Good      Very Good

16. How would you rate your ability to accurately assess the behavioral and educational needs of older students?

Very Limited      Limited      Good      Very Good

17. How would you rate your ability to accurately assess the behavioral and educational needs of boys who may be homosexual?

Very Limited      Limited      Good      Very Good

18. How would you rate your ability to accurately assess the behavioral and educational needs of girls who may be lesbians?

Very Limited      Limited      Good      Very Good

19. How would you rate your ability to accurately assess the behavioral and educational needs of students with mental health disorders?

Very Limited      Limited      Good      Very Good

20. How would you rate your ability to accurately assess the behavioral and educational needs of students with physical disabilities?

Very Limited      Limited      Good      Very Good

21. How would you rate your ability to accurately assess the behavioral and educational needs of students who come from very poor socioeconomic backgrounds?

Very Limited      Limited      Good      Very Good

22. How would you rate your ability to accurately assess the behavioral and educational needs of LEP students?

Very Limited      Limited      Good      Very Good

23. How would you rate your ability to effectively teach LEP students in PE?

Very Limited      Limited      Good      Very Good



## Appendix D

### Limited English Proficient Students in Physical Education Workshop

#### April 2008 WORKSHOP EVALUATION

(Circle numbers for ratings, and please print responses to open-ended questions)

Race \_\_\_\_\_ Gender \_\_\_\_\_

Current position/Job Title: \_\_\_\_\_

Years in present position? \_\_\_\_\_

Total years teaching PE: \_\_\_\_\_ School district: \_\_\_\_\_

#### A. Workshop Content and Organization

Please rate each of the following items by circling the appropriate number to indicate your answer. **(1 is poor and 5 is excellent)**. Also, use the space below each item to add any comments or to explain your answer.

##### Course Content:

Poor.....Excellent

1                      2                      3                      4                      5

Comments:

##### Quality of Instruction:

Poor.....Excellent

1                      2                      3                      4                      5

Comments:

##### Learning Environment:

Poor.....Excellent

1                      2                      3                      4                      5

Comments:

##### Overall Level of Satisfaction with workshop:

Poor.....Excellent

1                      2                      3                      4                      5

Comments:

## B. Ratings of Workshop Content Sections

For each of the content sections in the workshop please rate how useful/ helpful that section was. And, please rate how relevant to your work each section was. Please circle the appropriate number, with 1 being less useful/helpful or less relevant, and 5 being most useful/helpful or most relevant to your work.

SESSIONS	USEFUL OR HELPFUL					RELEVANT TO YOUR WORK						
	LOW.....HIGH	1	2	3	4	5	LOW.....HIGH	1	2	3	4	5
Definitions	1	2	3	4	5		1	2	3	4	5	
Background on LEP students	1	2	3	4	5		1	2	3	4	5	
Future of LEP in PE	1	2	3	4	5		1	2	3	4	5	
Pilot Data from Coordinators	1	2	3	4	5		1	2	3	4	5	
Best Practices in PE	1	2	3	4	5		1	2	3	4	5	
Best Practices in LEP	1	2	3	4	5		1	2	3	4	5	
Teaching strategies	1	2	3	4	5		1	2	3	4	5	

### C. Workshop Training Methods.

How appropriate were each of the following training methods? Please circle the appropriate number to indicate your answer and add any comments.

Lectures:

Inappropriate.....Appropriate  
1                      2                      3                      4                      5

Comments:

Small Group Work:

Inappropriate.....Appropriate  
1                      2                      3                      4                      5

Comments:

Audio-Visual/Slides:

Inappropriate.....Appropriate  
1                      2                      3                      4                      5

Comments:

### D. Open-ended Evaluation

Please add any additional comments or suggestions on the workshop and on quality PE for LEP students. All constructive feedback is welcome and will help the future of these workshops.

**Thank you! Your comments are valuable for future workshops.**

## Appendix E

### Open Ended Need Questions

What do you need the most in order to provide physical education to LEP students in your school district?

Category	Examples
<b>Communication</b>	Help with Communication
	A better way to communicate with students.
	I need ways to communicate with parents and students.
	<u><b>Sub categories</b></u>
	<u><b>Languages (6)</b></u>
	I need to learn to speak Spanish
	Beginning vocabulary
	Conversational Spanish for all teachers
	Knowledge of their language
	Spanish classes
	My proficiency in other languages
	<u><b>Translation</b></u>
	Translators (18 responses)
<b>Staff Development</b>	More classes on how to communicate with LEP students, lesson plans, etc (2)
	Training (12)
	Best Practices for LEP
	More LEP training on how to work through issues we may have

More information in general on LEP students in PE

Help with language barriers

PE and Health as it relates to other cultures

Dealing with LEP students in the PE environment

More information on students' cultural background that relate to education so we can provide a positive learning environment.

How to work with LEP in Health

**Working  
relationship with  
ESL Teacher**

Better understanding of student proficiency (6) Maybe at beginning of year with ESL teachers

Background information on my students and how much English they may understand. (3)

Aware of special needs

I need an Arabic translator and my ESL teacher does not know Arabic

Who is LEP

Basic understanding of their needs (2)

**Resources**

Online sources of information

Shoes (many are from poverty and do not have the shoes to participate)

Resources of specific PE instruction to help us communicate concepts and skill development more effectively.

Language support

Money (shoes, equipment)

Assistants

Support

Clothes

Readymade multilingual materials such as posters, pictures, videos, handouts, and items for labeling purposes. (3)

**Environment**

A defined physical education program establishing PE is as important as other core classes.

Smaller class size to facilitate instruction or place in language groups.

Patience and understanding

**Other**

I have everything I need

My LEP students do very well, we need more PE time

I do not have any LEP students right now

Unsure

I have completed ESL coursework but have not taken the Praxis yet. I demonstrate a lot and use a buddy system.

## Appendix F

### Open Ended Best Practices Question

Please list the best practices you provide for LEP students.

Category	Example
<b>Strategies</b>	<b><u>Subcategories</u></b>
	<b><u>Demonstration/ buddy system</u></b> (43)
	Peer modeling
	Demonstration
	Translation by peers
	<b><u>Visual Aids</u></b> (15)
	Word Walls
	Charts
	Hand Signals
	Verbal and visual cues
	Translation of parent letters, progress reports
	<b><u>Teaching methods</u></b>
	Various teaching methods (visual, kinetic, auditory)
	Work / plan with ESL Teacher (5)
	Bi-lingual instruction as much as I can
	Make them feel comfortable
	Hugs and smiles
	Treat all with respect

Provide more wait time

Pre-teach vocabulary

One on One as much as possible

Meet with LEA coordinator to discuss strategies

Take home tests

Visits to home

Do the best I can

Incentives

Use ethnic music

Individualize instruction

Have them help teach me using equipment

Adapted PE instruction

Choices of activities

Utilize more cooperative learning activities

### **Other**

NA (6)

Do not teach this population (2)

I speak Spanish, so no problems

Rigor, Relevance, Relationships

**Resources** Instructional materials geared for LEP (2)

SIOP (3)



## **Appendix G**

### **Workshop Developed Best Practices**

#### **Best Practices as Presented by SIOP PE group at Black Mountain on April 25, 2008**

Use consistent, established routines

Post objectives in alternate language

Use of Pictures/ posters

Language Dictionary

Peer translators/ partners with someone else who speaks some of the language

Electronic Translators – best to purchase one which is specific to only 2 languages – too many languages limits vocabulary

Pantomime /Demonstration

Learn and Speak as much as you can

Word Walls

Partnering – Buddy system

Flash cards

Resource teachers/ ESL/ Translator

Taking workshops to understand conversational Spanish

Create a positive environment

Culture festival

Sign language / signals

Use computer to convert languages

Proximity of students to teacher

## Appendix H

### Open Ended Barrier/Challenges Question

What are the barriers or challenges you find in working with LEP students in PE?

Categories	Examples
Communication	<p>Language barrier (18)</p> <p>Students</p> <p>When LEP are also hearing impaired or EC</p> <p>Inability to talk to me without being embarrassed</p> <p>Translation particularly in younger students</p> <p>Teacher / student or staff</p> <p>Not knowing if they understand the concept or not (5)</p> <p>Keeping LEP students focused</p> <p>Don't know when they are LEP all the time</p> <p>Me not knowing a second language</p> <p>Not enough knowledge of their proficiency (3)</p> <p>Communication among staff/ community or parents (5)</p> <p>Unable to communicate with students</p> <p>When ESL teachers can not translate or help with some languages (Farci' or Arabic for example)</p>

Cultural issues	<p>Appropriate clothing of students</p> <p>Gang related problems</p> <p>Willingness to participate and value health</p> <p>Proper footwear (2)</p> <p>PE not important</p> <p>Dressing out (3)</p> <p>Personality traits due to setting – shy, apprehensive, fearful</p> <p>Behavior problems, especially males</p>
Class size	<p>Too many kids in one class to meet needs of LEP students</p> <p>Not enough time to assess their abilities due to size and time</p>
Resources	<p>Access to materials</p> <p>Finding multicultural materials</p> <p>Finding our proficiency levels of LEP students</p> <p>Finding background information on my LEP students. I need more training.</p> <p>PE is overlooked</p>
Other	<p>No barriers that I know of (8)</p> <p>Never had barriers (1)</p>

## **Appendix I**

### **Open Ended Other Comment Question**

Please use the space below to provide any other comments you may have regarding the provision of physical education for children who are limited in their English language.

I have a high number of ESL students that I teach. Most of my students benefit from demonstration of skills.

I have access to parent liaison services and our ESL/LEP teachers are wonderful and help me develop parent involvement. Clear expectations help all do better in class, so a little effort to make things clear to both parents and students goes a long way.

Having the ability to communicate with them has helped but I have yet to see anything other than Hispanics in my class. I feel I would need a translator because there is so much technique involved in weight training.

I need to be able to speak their language in order to effectively teach these students.

Lack of appropriate resources for various ages, gender and language!

We need to help to teach these students not only in physical education but also in health ed also.

Teachers should be provided with staff development opportunities that teach multiple second language basic communication skills for the ever-changing instructional environment.

Training is needed.

It has been my experience, that when the teacher extends him/herself to use the student's native language, a mutual bond of trust and familiarity develop to allow for more meaningful conversation.

We are behind in this country in fully accommodating and educating our LEP students and training our teachers.

Most will watch and try even if they can't understand the language.

Most of the LEP students I have try very hard to do what is asked of them, and I am

usually lucky enough to have some bilingual students to help me when I cannot explain something well enough on my own.

The parents of the ESL children at my school have chosen to not send them to school with the ESL class. They are mainstreamed into regular classes. For the most part, they come in as Pre-K or K students. By the time they are in 1<sup>st</sup> or 2<sup>nd</sup> grade, they are pretty fluent in English.

Teaching LEP students have made me a better teacher and person.

They miss your class because of limited English and needed extra help to learn the language.

I really wish we could have required a course for these students... daily... to teach them the ENGLISH language. I am against the pictures to teach and the two words at each thing. ONLY ENGLISH not other Languages. WE do not treat all ESL the same. MAJORITY rules again. NOT FAIR... ENGLISH should be the GOAL.

The ESL teacher is not required to be able to speak another language. They are required to teach.

## Appendix J

### SIOP Physical Education Lesson Plan

Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

UNIT/ Theme: \_\_\_\_\_ HL SCS Standard: 6 7 8 9 10

Content Objective (s):

\_\_\_\_\_

\_\_\_\_\_

Language Objective (s):

\_\_\_\_\_

\_\_\_\_\_

Key Physical Education  
Vocabulary

Supplementary Materials for  
Environment (inclusion of student  
culture)

Background Knowledge for  
Teacher

SIOP Features		
<b>Preparation</b> ___ Adaptation of Content ___ Links to Background ___ Links to Past Learning ___ Strategies to Incorporate	<b>Scaffolding</b> ___ Modeling ___ Guided Practice ___ Independent Practice ___ Comprehensible input	<b>Grouping Options</b> ___ Whole class ___ Small Group ___ Partners ___ Independent
<b>Integration of Processes</b> ___ Concepts ___ Use of Visual Aids ___ Demonstration ___ Use of Manipulatives	<b>Application</b> ___ Hands-on ___ Meaningful to student ___ Linked to objective ___ Promotes engagement	<b>Assessment</b> ___ Individual ___ Group ___ Written ___ Oral

Lesson Sequence:

Lesson Reflections:

## SIOP Physical Education Lesson Plan

Date: \_\_\_\_\_ Grade: K Class: \_\_\_\_\_UNIT/ Theme: Movement/ Pathways HL SCS Standard: 6Content Objective (s): Demonstrate the movements, shapes and utilizing visual, auditory, and practice movement and apply in activityLanguage Objective (s): movements, up, down, left right, high, low, front back

walk, run, jump, run, gallop  
triangle rectangle, square, curved,  
zig -zag, straight, circle,

visual patterns, utilize labeling with  
Spanish and English

What we need knowledge of culture, level of student we are  
teaching. What level are they on? See ESL Teacher to  
obtain information,

SIOP Features		
Preparation <input checked="" type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background <input type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies to Incorporate	Scaffolding <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible input	Grouping Options <input type="checkbox"/> Whole class <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent
Integration of Processes <input type="checkbox"/> Concepts <input checked="" type="checkbox"/> Use of Visual Aids <input checked="" type="checkbox"/> Demonstration <input type="checkbox"/> Use of Manipulatives	Application <input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful to student <input checked="" type="checkbox"/> Linked to objective <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input type="checkbox"/> Oral

Lesson Sequence for movement:

1. Teach/ demonstrate pathways/ shapes/ locomotor movements
2. Partners for each person
3. Students will rotate around the area with partners, executing/ practice the skills
4. Teacher monitors

Lesson Reflections:

## SIOP Physical Education Lesson Plan

Date: \_\_\_\_\_ Grade: 3 Class: \_\_\_\_\_UNIT/ Theme: Throwing HL SCS Standard: 10Content Objective (s): The student will be able to throw overhand to a stationary target.Language Objective (s): Overhand to stationary target

Stationary, opposite, point, throw, overhand, target, release, follow through, arm

fleece balls, hula-hoop, different sizes

Point, level of students, using ESL, explore internet for cultural background

SIOP Features		
<b>Preparation</b> ___ Adaptation of Content ___ Links to Background X Links to Past Learning ___ Strategies to Incorporate	<b>Scaffolding</b> X Modeling X Guided Practice ___ Independent Practice ___ Comprehensible input	<b>Grouping Options</b> X Whole class X Small Group ___ Partners ___ Independent
<b>Integration of Processes</b> ___ Concepts X Use of Visual Aids X Demonstration X Use of Manipulatives	<b>Application</b> X Hands-on X Meaningful to student X Linked to objective X Promotes engagement	<b>Assessment</b> X Individual ___ Group ___ Written X Oral

Lesson Sequence for whole group throwing lesson -

- Demonstration, break down steps, go over key words, (hand you color with), straddle line – hold arms in a T-formation and follow-through
- Hoops to wall and in small groups. Aim to different size targets

Lesson Reflections:



## SIOP Physical Education Lesson Plan

Date: \_\_\_\_\_ Grade: 6 Class: \_\_\_\_\_UNIT/ Theme: Volleyball skills HL SCS Standard: 6Content Objective (s): Demonstrate beginning strategies through small-sided games for net and invasion games.Language Objective (s): understand key vocabulary/ Demonstration/ understanding game concept

Force, Bump (variety of names like pass)  
Ready position, contact

Sequential Pictures  
English/ Spanish word labels  
video

Previous experience - exposure; cultural limitations, question student, read

SIOP Features		
Preparation <input checked="" type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Strategies to Incorporate	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible input	Grouping Options <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent
Integration of Processes <input type="checkbox"/> Concepts <input checked="" type="checkbox"/> Use of Visual Aids <input checked="" type="checkbox"/> Demonstration <input type="checkbox"/> Use of Manipulatives	Application <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful to student <input checked="" type="checkbox"/> Linked to objective <input checked="" type="checkbox"/> Promotes engagement	Assessment <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Lesson Sequence for movement:

5. write state/ objective – fill in vocabulary words
6. Demonstrate skill, partner, small group practice
7. Demonstrate combination of passes over net (include non-examples)
8. Practice skill in small sided game
9. In closure- include vocabulary

Lesson Reflections:

## SIOP Physical Education Lesson Plan

Date: \_\_\_\_\_ Grade: 9 Class: \_\_\_\_\_UNIT/ Theme: Volleyball Serve HL SCS Standard: 6Content Objective (s): Perform one team sport at a competent level while demonstrating mechanical, physical and psychological knowledge.Language Objective (s): sequential order of skill performance through demonstration and modelingOpposite, hit, court, loss, target,  
follow-throughDifferent types of balls  
VideoVolleyball prior knowledge and  
experience of students

SIOP Features		
Preparation ___ Adaptation of Content X Links to Background X Links to Past Learning ___ Strategies to Incorporate	Scaffolding X Modeling X Guided Practice ___ Independent Practice ___ Comprehensible input	Grouping Options X Whole class X Small Group X Partners X Independent
Integration of Processes X Concepts X Use of Visual Aids X Demonstration ___ Use of Manipulatives	Application X Hands-on X Meaningful to student X Linked to objective X Promotes engagement	Assessment X Individual X Group ___ Written X Oral

Lesson Sequence for movement:

- Terminology – understandable
- Explanation
- Demonstration – with and without ball
- Whole / Group Practice
- Partners/ Independent Practice
- Review – Peer Observation

Lesson Reflections:

## **Appendix K**

### **Feedback for Lesson Plans**

#### **1. Third Grade Throwing**

I chose the elementary lesson teaching 3rd grade how to throw to a stationary target. I used the lesson given during the workshop and thought it worked smoothly. The education of background knowledge allowed me to introduce other types of objects or different types of balls to use other than just using a fleece ball. I was able to use examples from the Asian culture to help my students better understand the concept of throwing to a stationary target. I felt the lesson went smoothly and would not recommend many changes. I did however observe the students who were rather advanced at throwing a ball to the wall into a hoop and then would give them partners to throw to, still being stationary.

#### **2. Grade K lesson**

Movement/Pathways

I discussed it with a friend who is an ESL teacher she said it sounds great, but visual word in English only. Practice the movement and say the English word and show the words on poster in English only. I use the lesson in class it went well but no ESL students sorry.

#### **3. Grade 3<sup>rd</sup> throwing**

a. I would change my SIOP PE Lesson in 3 ways:

- 1) Research how to say the words “Throw” and “point” in other languages.
- 2) Display pictures with the English words, “throw” and “point.”

3) Use groups of two so students can see how others throw.

b. Strategies that worked

- 1) Demonstration
- 2) Hands on
- 3) Past learning experiences

Strategies that DID NOT work

- 1) After whole group instruction, students had their own ball, and we all through at the same time toward the same wall. This was a little chaotic and I couldn't help everyone.
- 2) I'm not 100% sure and could not assess that my LEP students understood all the directions or vocabulary.

c. I feel the only way to better serve LEP students in NC would be to provide training to all teachers in other languages. If each teacher were trained in a different language we could work together to better serve LEP students.

Only 2 changes I would suggest for the lesson plan are:

- 1) Include a section to discuss previous learning.
- 2) Include a section for a step-by-step instruction with activities.

#### **4. Kindergarten**

I did my lesson on pathways and movement and set the gym up in 8 different stations, sort of like a pathways obstacle course. I worked with K's. I have LEP students in each group of K's.

Questions:

a. How I might change my SIOP physical Education Lesson for improvement?

I used word cards and had kids demo the action. My little ones do a very good job of following the other children in PE. They are pretty sharp, as they are little sponges.

b. Describe what strategies worked and did not work. How would you change them?

The strategies I used through visual action words, putting the child with another child to follow behind them as they went through the stations went well. It is easy to assess as I do not have that many LEP students.

c. Getting the kids when they are young is the key to success, but that is not always the case. Working with the ESL teacher can help give some ideas that will help the kids and to find out how much English they do know.

## **5. High School**

I used the volleyball-serving lesson and it went pretty well. The only change I would try for improvement would be to give the LEP students note cards with the terminology the day before so they would be more familiar with it on the day of the lesson. Students had good prior knowledge of the skill and were very successful. The class was also a very high performing group (they were band students so they were very smart). I think it would be much more difficult with the usual class that has many different ability levels. Hope this helps.

## **6. Throwing**

66% of my students are Hispanic. Most speak some English. Understanding the vocabulary is a real problem for my students. This third grade lesson would be good to use when you first started with throwing. The vocabulary would be good to use ongoing with throwing. I've already worked with throwing with my students and many did not remember the vocabulary.

Maybe add some type of throwing game/activity at the end of this lesson.

I would post this vocabulary on my word wall, which would help me with reviewing it and the students really like word walls.

Linking to prior knowledge works well, using whole group and small groups also worked well with this lesson. The students really need independent practice at this level.

Demonstration was great with my students.

It appears from performance that my students know how to throw, but their understanding of the vocabulary is not there.